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ABSTRACT

The final project report on development of an advanced Russian language listening and reading proficiency test is presented. It summarizes activities in the second year of the project, including dissemination of summer 1985 test validation results to participating higher education institutions, item analyses, completion of the final test edition, test norming administrations, validation, and calibration, completion and mailing of descriptive materials, and post-contract plans for test distribution. Appended materials, which form the bulk of the document, include test documentation memos, letters and conversion tables sent to institutions using the test, a promotional letter, a letter to institutions participating in the norming administration, an announcement and order form, and three components of the test: directions for administrators; test and score manual; and the student handbook used in preparing for the test and interpreting the results. (MSE)

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G008402760 ETS
Marcella Reed

ED355774

ADVANCED RUSSIAN LISTENING AND READING PROFICIENCY TEST

FINAL PROJECT REPORT - YEAR 2

The Advanced Russian Listening/Reading Test was completed and made available to post-secondary institutions and government agencies on September 1, 1986 as had been scheduled. Copies of the Order Form, the Directions for Administrators and the Student Handbook were also available at that time. The Test and Score Manual was printed in early November. Draft copies of the manual were distributed to institutions who placed orders in September and October. As of December 15, 1986, 5 institutions had already placed orders for 120 tests from the ETS Russian Proficiency Test Program Office. Numerous inquiries are anticipated to result in additional usage soon.

ANALYSIS OF TOTAL PROJECT BUDGET

The total two year budget, including an approved additional budget of $2,632 was $115,238. It is anticipated that when costs incurred related to the preparation and printing of this report are included, the total cost for the two years should be just under the two-year grant total of $115,238.

YEAR 2 ACCOMPLISHMENTS

(A report for year 1 of the grant was submitted in August 1985.)

Overview of Year 2

As had been planned, the major activities of Year 2 included completing the validation analyses, assembling and printing the final edition of both test forms, conducting validation/calibration administrations, printing descriptive materials, sending out a national mailing announcing the availability of the final products and scoring service, and establishing an office at ETS to handle on-going activities.

1. **Sent validation results to participating institutions (September 1985)**

Results of the Defense Language Institute Russian Tests and of the validation version of the new ETS Advanced Russian Listening/Reading Tests were sent to Indiana University, the Middlebury Russian School and Norwich University. Both tests were administered to students at these institutions in Summer 1985. Documentation of the scaling and equating procedures is attached in a memorandum from Skip Livingston, dated 1/9/86. See second memorandum of Appendix A.

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2. **Completed item analyses (September 1985)**

An item analysis was computed for each item prior to a special meeting to assemble the final test forms.

3. **Held Sub-Committee meeting (October 5, 1985)**

A special sub-group of the Development Committee, Professor Irene Thompson and Professor Thomas Beyer met with Ms. Judith Liskin-Gasparro and Ms. Mariette Reed in an all day meeting. Based largely on the item analysis results, decisions were made for the final test assembly. A few items the Sub-Committee would have liked to revise could not be changed because of statistical reasons. However, the least successful ten percent of the items were deleted. Descriptive Russian materials for inclusion in the Student Handbook were also selected. These included representative Listening and Reading samples.

4. **Completed production of final test edition (October through December 1985)**

The final versions of the tests were assembled in October. Subsequently they underwent various production phases including editing, sensitivity reviews, partial retyping and layout work, proofing and special committee copy versions for a final review by all Advisory and Test Development Committee members.

The Advisory Committee members were:

Donald K. Jarvis, Chair	Brigham Young University
Dan Davidson	Bryn Mawr College
Irene Thompson	George Washington University

The Test Development Committee members were:

Irene Thompson, Chair	George Washington University
Thomas Beyer	Middlebury College
Masha Lekic	University of Pennsylvania
Kevin McKenna	University of Vermont
Anelya Rugaleva	Ohio State University

5. **Invited institutions to participate in norming administrations (November 1985)**

Invitations to participate in norming administrations were mailed to colleges and universities on November 5, 1985 based on expressions of interest collected in response to the nationwide mailing of the project questionnaire in Fall 1984.

6. **Produced final tests (February 1986)**

In preparation for the norming administrations and for the future sales inventory test booklets and answer sheets were printed. Directions for the Listening Section tapes were rerecorded; the tapes were edited, and master tapes and cassette copies were produced.

7. **Scaled and equated the tests (December 1985 and September 1986)**

Documentation of the procedures used for scaling and equating the tests are contained in two memoranda on the topic from Skip Livingston, dated January 9, 1986 and September 12, 1986. See Appendix A.

8. **Conducted norming administrations (February and March 1986)**

Forty-eight colleges and universities administered the final edition to 1,013 students who had the equivalent of 3 or more years of college-level Russian.

9. **Mailed norming results to participants (June 3, 1986)**

A letter was sent to each participating institution. The mailing included a student roster with the raw scores and a conversion table to the listening and reading proficiency levels for each of the two test editions. See Appendix B for a sample letter.

10. **Conducted additional validation/calibration administration (July 1986)**

Thanks to the cooperation of the Department of Defense and to additional government funding another administration of the Listening Section was conducted to 23 government employees to enlarge the sample of people with a high level of proficiency in Russian listening. This special administration was conducted in July 1986. Required statistical work was subsequently recomputed. The need for this additional administration caused a two and a half month delay in the completion of the project.

11. **Printed descriptive materials (Summer 1986)**

Please see details in opening paragraph of this report. The Test and Score Manual delay in printing to November was caused by the need for the additional validation/calibration study described above.

12. **Sent out national mailing (November 11, 1986)**

Test order forms and descriptive materials were mailed on November 11 to all institutions and government agencies that had participated in an administration or had indicated interest in receiving materials based on the fall 1984 questionnaire. Packets of information as described in the letter of Appendix C were sent to 58 institutions. Larger packets as described in the letter of Appendix D were sent to 48 institutions who participated in the norming administrations and also to the Department of Defense, the Defense Language Institute, the Department of the Army, the American Council for the Teaching of Foreign Language and several professional newsletters.

POST CONTRACT PLANS

As agreed, ETS has provided at no cost to the government, the mechanisms for distribution of the tests, test materials, descriptive and statistical information. The Russian Proficiency Test Program Office, directed by Stella Cowell, has designed a report form and has had the programming work done to produce test score and rating reports to students and educational institutions or government agencies. This office will fill test orders, handle promotion and other test management activities. The tests have already been announced in the AATSEEL Newsletter and the AAASS Newsletter. Advisory and Development Committee members plan to make presentations and announcements at forthcoming meetings of appropriate professional organizations. ETS will distribute announcements and order forms at the Northeast Conference for the Teaching of Foreign Languages in April 1987.

APPENDIX A

Memorandum for: THE RECORD

Copy to: Mr. Eignor
Ms. Liskin-Gasparro
Ms. Reed

Subject: Documentation of Rerun of Scaling and Equating of the Advanced Russian Listening Test

Date: September 12, 1986

From: Skip Livingston

References: My memo for the record, January 9, 1986

The scaling and equating of the listening portion of the Advanced Russian Test, Forms 3HPRZ-1 and 3HPRZ-2, has been rerun, with 23 additional examinees added to the sample. These 23 examinees were U.S. Government employees who had some degree of proficiency in Russian. They took the DLI and ETS listening tests only. With these examinees added to the sample, the distribution of DLI proficiency levels was as follows:

	ETS Form Taken	
Proficiency Level (DLI)	Form 1	Form 2
3	5	3
2+	6	5
2	10	14
1+	26	20
1	40	44
Total	87	86

The new boundary points for the listening test were chosen on the basis of an equipercentile equating of each ETS form to the DLI and of the two ETS forms to each other through the DLI anchor. All relationships were curvilinear. The revised boundary points, in terms of raw (formula) scores, are as follows:

	Listening		Reading	
	Form 1	Form 2	Form 1	Form 2
Lowest 3	44	43	31	31
Lowest 2+	41	39	29	29
Lowest 2	37	33	23	23
Lowest 1+	31	27	13	13

These boundary points for the listening test supersede those in the January 9 memo. The boundary points for the reading test are the same as those in the January 9 memo.

/gt
dw3/rptscal

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Memorandum for: THE RECORD

cc: Dan Eignor
Judy Liskin-Gasparro
Mimi Reed

Subject: Documentation of Scaling and Equating of the Advanced Russian Listening-Reading Proficiency Test

Date: January 9, 1986

From: Skip Livingston

The Advanced Russian Listening-Reading Proficiency Test (ARLRPT) exists in two forms, 3HPRZ-1 and 3HPRZ-2. Each form contains a listening test of 57 items and a reading test of 45 items. All items are 4-option multiple-choice. The tests are formula scored; the possible raw score ranges are -19 to 57 for listening and -15 to 45 for reading. Scores on the ARLRPT will be reported in terms of "skill levels", each associated with a raw score interval. These intervals may differ for the two forms of the ARLRPT. The score reports will contain a form designation, raw score, and skill level for each student. They will also include a listing of the boundary points for each skill level on each form taken by students whose scores are included in the report.

Each form of the ARLRPT originally contained a listening test of 65 items and a reading test of 50 items. The original forms were administered in July of 1985 to 155 students in advanced (graduate-level) Russian programs at Indiana University, Middlebury College, and Norwich University. Approximately half the students at each college took each form. A total of 80 students took Form 3HPRZ-1 , and 75 took 3HPRZ-2. These students also took the Defense Language Institute (DLI) Russian proficiency test (Form A), which contains both listening and reading tests.

Before the DLI test results were used in any way, ETS conducted an item analysis of the ARLRPT. On the basis of these results, 8 items were deleted from the listening test and 5 from the reading test in each form. The tests were then rescored. All subsequent analyses were based on these rescorings and refer to listening tests of 57 items and reading tests of 45 items. Students' scores on the DLI test were then matched with their scores on the ARLRPT. The matched file contained records for 150 students: 76 who took Form 3HPRZ-1 and 74 who took Form 3HPRZ-2.

The two forms of the ARLRPT were simultaneously equated to each other and scaled to the DLI test. Skill levels are defined on the DLI tests in raw-score terms as follows:

Skill level	Raw score range	
	Listening	Reading
3	88-100	103-120
2+	85- 87	98-102
2	80- 84	88- 97
1+	75- 79	73- 87
1	61- 74	56- 72
0+	46- 60	50- 55
0	0- 45	0- 49

The purpose of the equating and scaling was to establish boundary points on each form of the ARLRPT corresponding to those on the DLI test and on the other form of the ARLRPT. This analysis assumes that the DLI proficiency levels and their boundary points are valid. The ARLRPT is not intended to discriminate below level 1+; therefore, only four boundary points had to be chosen on each test, corresponding to the lowest 3, lowest 2+, lowest 2, and lowest 1+.

The listening tests were equated and scaled separately from the reading tests. In each case, the DLI test was used as the anchor for equating the two forms of the ARLRPT to each other.

The distribution of DLI proficiency levels in the groups of students taking each ETS form was as follows:

Proficiency level	Listening		Reading	
	3HPRZ-1	3HPRZ-2	3HPRZ-1	3HPRZ-2
3	5	2	19	24
2+	3	4	7	8
2	8	13	23	19
1+	20	15	21	18
1 or lower	40	40	6	5

Because of small sample sizes at high proficiency levels for listening and at the lowest level for reading, some boundary points may not be determined very precisely on the ETS test: the 2+/3 and 2/2+ boundaries for listening and the 1/1+ boundary for reading.

The boundary points for the Listening test were chosen on the basis of an equipercentile scaling of each ETS form to the DLI and an equipercentile equating of the two ETS forms through the DLI anchor. All relationships were clearly curvilinear. The boundary points chosen were as follows:

	Listening Test	
	3HPRZ-1	3HPRZ-2
Lowest 3	43	43
Lowest 2+	41	39
Lowest 2	37	32
Lowest 1+	31	27

Note that Form 3HPRZ-2 was more difficult than Form 3HPRZ-1, particularly for students at the lower ability levels (which includes the majority of the equating samples).

The boundary points for the Reading test were chosen on the basis of an equipercentile scaling of each ETS form to the DLI and a linear (Tucker) equating of the two ETS forms through the DLI anchor. The equating relationship between the two ETS forms was not clearly curvilinear; the curvilinearity in an equipercentile equating of the two ETS forms was not

systematic and appeared to be the result of small-sample irregularities in the distributions. The boundary points chosen were as follows:

	Reading Test	
	3HPRZ-1	3HPRZ-2
Lowest 3	31	31
Lowest 2+	29	29
Lowest 2	23	23
Lowest 1+	13	13

Note the boundary points for the two forms are the same; the equating indicated that the two forms were of very nearly equal difficulty.

/kad
SLDKARLRPTKA086

APPENDIX B

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
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•
COLLEGE BOARD PROGRAMS
•
TEST DEVELOPMENT

June 3, 1986

Enclosed is a roster with the results of your students on the Advanced Russian Listening/Reading Proficiency Test. Each roster lists your official college code, the test form, the students' names and their scores on each the Listening and Reading sections.

The sheet attached to the roster is a conversion table to allow you to determine the proficiency rating. Please be aware that there may still be a slight shift in the final version of the conversion table in the 2+ to 3 range for Listening proficiency. The reason for this is the sample of higher level listeners in the validation administration was small. We are currently trying to increase that sample by additional testing. It may also be helpful for you to know that the Listening Section of Form 3IPR1 was somewhat harder than on Form 3IPR2.

I understand that an official version of the Russian specific proficiency guidelines will be available from ACTFL this summer. In the meantime, I thought it would be useful to remind you of how the Interagency Language Roundtable and the ACTFL/ETS scales are related:

Ratings

ILR/FSI	ACTFL/ETS
5	Superior
4	Superior
3	Superior
2+	Advanced Plus
2	Advanced
1+	Intermediate High
1	Intermediate Mid and Intermediate Low
0+	Novice High
0	Novice Mid and Novice Low

Before the end of the summer, ETS will mail to you printed descriptive materials describing these Russian tests. An Order Form will be enclosed. A number of you have already made inquiries regarding the possibility of orders for fall testing. For that reason I am enclosing a duplicate of that form. The fee includes a central scoring service. Orders can be processed beginning September!

Again, thank you very much for your participation and enthusiasm in the project as demonstrated by your correspondence, calls and interest in future use. We sincerely hope the impact will be an important one on the community of Russian educators and students in our country.

Best wishes.

Sincerely,

Mariette Reed

Mariette Reed
Project Director

/ds

Enclosures

Advanced Russian Listening/Reading
Proficiency Test

Form 3IPR1

Listening		Reading	
Raw Score	Proficiency Level	Raw Score	Proficiency Level
43* to 57	3	31 to 45	3
41* to 42*	2+	29 to 30	2+
37 to 40*	2	23 to 28	2
31 to 36	1+	13 to 22	1+

Form 3IPR2

Listening		Reading	
Raw Score	Proficiency Level	Raw Score	Proficiency Level
43* to 57	3	31 to 45	3
39* to 42*	2+	29 to 30	2+
32 to 38*	2	23 to 28	2
27 to 31	1+	13 to 22	1+

* These category boundaries may change as a result of additional data now being collected.

APPENDIX C

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
•
COLLEGE BOARD PROGRAMS
•
TEST DEVELOPMENT

November 11, 1986

Dear Colleague:

ETS is pleased to inform you of the availability of the Advanced Russian Listening/Reading Proficiency Test developed under a grant from the U.S. Department of Education. When the project began two years ago you indicated an interest in receiving further information when it becomes available.

Therefore, you will find enclosed an Order Form for the tests and a Student Handbook. Additional Student Handbooks, a cassette for the Listening Section, Directions for Administrators and a Test and Score Manual are included with the fulfillment of test book orders.

The Committee Members who worked on this project whose names are listed in the enclosed materials, and Educational Testing Service hope the tests will serve the needs of your Russian program.

Sincerely,

Mariette Reed

Mariette Reed
Project Director
Advanced Russian
Listening/Reading
Proficiency Test

/ds

Enclosures

APPENDIX D

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
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•
COLLEGE BOARD PROGRAMS
•
TEST DEVELOPMENT

November 11, 1986

Dear Colleague:

Again, thank you for your participation last spring in the norming administration of the ETS Advanced Russian Listening/Reading Proficiency Tests. Thanks to your cooperation, we have been able to complete a successful project.

Enclosed is an order form for the tests. Several colleges have already placed orders. You will also find a Student Handbook and a Test and Score Manual. Note that the manual contains a list of the colleges and universities that participated in the norming administration. Also included is the number of students in the norm group at each proficiency level by years of college-level Russian studied.

Best wishes.

Sincerely,

Mariette Reed

Mariette Reed
Project Director
Advanced Russian
Listening/Reading
Proficiency Test

/ds

Enclosures

ADVANCED RUSSIAN LISTENING/READING PROFICIENCY TEST
Educational Testing Service
Language Programs
Princeton, NJ 08541, USA

Educational Testing Service is pleased to announce the availability of the Advanced Russian Listening/Reading Proficiency Test. The Advanced Russian Listening/Reading Proficiency Test was developed by Educational Testing Service (ETS) under a grant from the U.S. Department of Education with the assistance of a three-member Advisory Committee consisting of Donald K. Jarvis (Brigham Young University), Dan Davidson (Bryn Mawr College), and Irene Thompson (George Washington University). Consultants were C. Edward Scebold, Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL) and James R. Child of the Department of Defense. The text was prepared by a five-person Test Development Committee with Irene Thompson as chair. The other members of the committee were: Tom Beyer (Middlebury College), Masha Lekic (University of Pennsylvania), Kevin McKenna (University of Vermont), and Anelya Rugaleva (Ohio State University).

The test will serve the needs of colleges, universities, and government agencies in the following ways:

1. Determine whether graduates of B.A. and M.A. Russian language and area studies programs are indeed "proficient" in listening and reading according to standards established by the profession.

2. Establish whether prospective teaching assistants and secondary school teachers have requisite levels of Russian language listening/reading proficiency.

3. Help employers fill certain jobs requiring a given proficiency level.

4. Assist with admission and placement in undergraduate and graduate programs.

5. Assess the proficiency of students before and after a significant linguistic experience, such as a summer, semester, or year in the Soviet Union or a summer immersion program in the United States.

6. Monitor and evaluate the success of their language teaching programs.

Two equivalent versions of the test have been prepared, permitting pre- and posttesting. Norming information based on data obtained from test administrations at colleges and universities in the United States is provided for three years, four years, and five years or more of college-level Russian study. Total testing time, including test-taking instructions and distribution and collection of test materials, is approximately two hours.

The Advanced Russian Listening/Reading Proficiency Test will be available as of September 1, 1986, for administration by institutions on dates of their choice. Procedures for ordering the test, and a summary of the responsibilities of the administering institution and Educational Testing Service (ETS), are given below.

1. The Advanced Russian Listening/Reading Proficiency Test is intended for use by recognized academic institutions and other language teaching programs, including those of government agencies, within the United States and overseas.

2. Test materials must be requested by the institution on the attached order form. To provide adequate time for processing and shipping, the order form must reach ETS no later than one month before the requested testing date. No supplementary shipments of test materials can be made after the initial order has been processed, so the number of students to be tested should be carefully determined at the time of the initial order.

3. The fee for each student tested is US$15. There is no minimum order or fee. Payment should be submitted with the order. If school regulations prohibit prepayment, billing instructions, including any required purchase authorization, should be given on the order form. All orders from overseas institutions must be prepaid by a bank check or bank draft drawn on a bank in the United States or by an international money order made payable to Educational Testing Service. The check, money order, or a copy of the bank draft receipt must be enclosed with the order form.

4. ETS will ship the test books, answer sheets, cassette recordings, copies of the Student Handbook and answer sheet return envelopes. The Handbooks should be distributed to the students well in advance of the test date. Two cassette recordings of the listening comprehension section of the test will be provided. If more than 50 students are to be tested, additional cassettes will be included as required. The test materials shipment will also include one or more copies of the Directions for Administrators, as well as instructions for returning used and unused test materials to ETS.

5. It is the responsibility of the institution to:

   - maintain the security of the test before, during, and after the administration;
   - give a copy of the Student Handbook to each student to be tested in advance of the test date;
   - conduct the administration of the test in accordance with the policies and procedures outlined in the Directions for Administrators and provide the necessary testing facilities (including cassette playback equipment) and supervision without charge to ETS;
   - return all used and unused test materials and the required supervisor's report within three days of the test administration;
   - supply each student with an individual copy of his or her test scores and observe the conditions stated below for preserving the confidentiality of the scores released by ETS to the institution.

6. It is the responsibility of ETS to:

- supply the institution with test books, answer sheets, cassette recordings, and copies of the Student Handbook and Directions for Administrators in the quantities needed for the administration;
- pay the outgoing and incoming shipping charges (except for materials returned to ETS by express, special delivery, or overseas mail);
- mail score reports, in roster form, to the institution within ten working days after the answer sheets are received at ETS. This report will include two copies of the student score roster for the institution's files and an additional "pull-apart" copy of the individual student scores for the institution to forward to the students. A Test and Score Manual will also be provided to the institution.

ETS POLICY REGARDING RELEASE OF INDIVIDUAL SCORE INFORMATION

Scores and proficiency levels reported through the Advanced Russian Listening/Reading Proficiency Test program are governed by an ETS policy requiring that information about an individual will be released only with the informed consent of that individual. Moreover, ETS will release the reports to an institution only after an authorized representative of that institution agrees to the following conditions:

1. The institution will keep such data about an individual on a secure basis and will restrict access to such information to recipients authorized by the individual.

2. The institution will forward such information about an individual to other institutions or organizations only upon receipt of written authorization from the individual.

It is suggested that institutions obtain a general written authorization from each student to the effect that certain faculty members and others directly concerned with the student's education may have access to this information. The signature of the institution's representative on the order form constitutes an agreement to the conditions stated above.

Note: It is also ETS policy not to release, in any form, information gathered through this program about participating institutions that may be identified with the institutions unless ETS receives written authorization from the institutions.

ORDERING TEST MATERIALS

All orders for test materials must be submitted on the attached order form. In the space marked "Test Form Required," either of two equivalent editions of the test (Form 1 or 2) may be selected, at the preference of the institution. This is of importance primarily for pre- and posttesting of the same group of students, where it is generally advisable to use a different edition of the test on each occasion. If "No Preference" is marked, or if this space if left blank, the test form will be determined by ETS.

ADVANCED RUSSIAN LISTENING/READING PROFICIENCY TEST

ORDER FORM

FROM: _____
Name of Institution

_____
City, State/Province/District

_____
Country, ZIP/Postal Code

_____
Telephone Number

TEST DATE: _____

Please print or type the following information:

SHIP TO:	BILL TO:	MAIL ROSTERS TO:
Name	*Name*	*Name*
Title	*Title*	*Title*
Institution	*Institution*	*Institution*
Street	*Street*	*Street*
City	*City*	*City*
State/Province/District	*State/Province/District*	*State/Province/District*
Country, ZIP/Postal Code	*Country, ZIP/Postal Code*	*Country, ZIP/Postal Code*

TEST MATERIALS ORDERED:

Fee (includes scoring):
@ US $15 each

Number of Test Books Ordered: _____

Amount Due: US$_____

Payment Enclosed: |__|

Test Form Requested:
Form 1 |__|
Form 2 |__|

Purchase Order # _____

Payment or an official purchase order must accompany your order. Payment may be made by bank check or bank draft drawn on a United States bank, or international money order, made payable to: Educational Testing Service-RPT *(See page 2 of this announcement.)*

We agree to adhere strictly to the standard procedures outlined by Educational Testing Service for:

(1) administering the test,
(2) protecting its security,
(3) returning all test materials and the required supervisor's report promptly, and
(4) assuring the confidentiality of information about individuals.

We also agree to distribute the Student Handbook to our students prior to the test date.

We understand that our institution will bear all expenses connected with the test administration, except shipping charges, and that we will prepay or submit an official purchase order for the number of test books ordered.

_____
Signature of administrative official placing order

_____ / / _____
Title *Date*

THIS ORDER FORM MUST REACH THE RPT PROGRAM OFFICE FOUR WEEKS BEFORE THE REQUESTED TEST DATE.

Mail this Order Form and payment or purchase order to:

Russian Proficiency Test
Program Office, P107
Educational Testing Service
Princeton, NJ 08541 U.S.A.

0283001 • Y66P1 • Printed in U.S.A.

ADVANCED RUSSIAN LISTENING/READING PROFICIENCY TEST

DIRECTIONS FOR ADMINISTRATORS

RUSSIAN PROFICIENCY TEST * PRINCETON, NEW JERSEY 08541 * USA

ADVANCED RUSSIAN LISTENING/READING PROFICIENCY TEST

TOTAL TIME	(Approximately)	100 minutes
Section I	(Approximately)	50 minutes
Section II		50 minutes

Note to Supervisor: Uniform test administration procedures are essential in a program that involves standardized testing at many institutions throughout the world. Students' scores will be comparable only if all administrators adhere to the same schedule and administer the test in the same way. As administrator, you are to assume full responsibility for all details of the test administration at your institution. You should, therefore, be thoroughly familiar with the instructions in this manual before the administration and should follow them without exception on the day of the test.

ADVANCED RUSSIAN LISTENING/READING PROFICIENCY TEST
ADMINISTRATOR'S COMMENT SHEET

We will appreciate your suggestions for improving our procedures and making the testing program more effective. Test administrators give us many helpful ideas that we incorporate in our publications and procedures. We review all comments and answer specific questions. If you have suggestions, please write them in the space below and fill in the information requested at the bottom of the page. Return the page with your used answer sheets or send to the Russian Proficiency Test Program Office, Language Programs Area, Room P107, Educational Testing Service, Princeton, NJ 08541-6155 USA.

Report any irregularities, such as defective materials, loss of time, or test question errors on the Administrator's Report Form to ensure prompt and appropriate action by the Russian Proficiency Test Program Office.

Name	Administration Date
Institution	
City	State/Province Country Postal Code

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GENERAL DIRECTIONS

Test Security

The Advanced Russian Listening/Reading Proficiency Test is secure and confidential. This means that only the students being tested may be permitted to open or examine the test books. (You may open a test book if it is necessary for you to check one for a reported defect, according to procedures stated under IRREGULARITIES OF ADMINISTRATION on page 10.) No one is permitted to copy, or to retain copies of, the test questions. All test books, together with the test tapes for the Listening section, must be accounted for and returned to ETS.

It is your responsibility as administrator to maintain the security of the test materials at all times, even after the test has been administered. You should, therefore, place the test books (collected at the end of the administration) and the recordings in the shipping carton(s) and put the carton(s) where examinees will not have access to them as they leave the room.

Any breach of security, no matter how minor, must be reported to ETS at once (see "Communication with ETS" below).

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Communication with ETS

Generally, communication between administrators and Educational Testing Service can be accomplished by mail. However, when circumstances require immediate action, administrators for administrations at institutions in the United States and Canada should direct telephone calls to the Princeton office, as follows:

Breach of Security: Call 609-921-9000 and ask for the Test Security Office.

Other Problems: Call 609-921-9000 and ask for the RPT Program Office.

Administrators at institutions located in all other countries should cable ETS, as follows:

EDUCTESTSVC TWX5106859592 PRINCETON, NJ 08541, USA, Attention Test Security or RPT Program Director

Selecting Testing Rooms

Based on the number of students you expect to test at your institution, arrange for the use of one or more testing rooms or a language laboratory for the scheduled test date. Each room should be large enough to allow a space of at least five feet (1-1/2 meters) between any two students. In a language laboratory, students should be separated by at least one empty booth unless the number of booths is insufficient to do so and provided the booth partitions make it impossible for students to surreptitiously observe adjacently seated students' answer sheets.

If a language laboratory is used for the Listening section, the laboratory may also be used for the Reading section, provided there is sufficient working surface at each booth for the student to lay the test book and answer sheet flat and in a convenient working position.

Testing rooms should be chosen according to such physical factors as proper writing surfaces (to provide space for both a test book and an answer sheet), lighting, heating, ventilation, clocks, and freedom from possible outside disturbances. The students should be comfortable and able to give full attention to the test. The rooms should also have good acoustical characteristics so that the sound of the recordings for the Listening section does not carry from one room to another.

Seating Plan

In a classroom, all students should face the same direction and be seated so they cannot exchange information or see their neighbors' responses; all chairs in a row must be directly behind those in the preceding row. Allow at least five feet (1-1/2 meters) between any two students.

In an auditorium or a room with elevated seating, there should be a row of empty seats between every two rows of students.

In all testing rooms, the seating pattern should begin at the front of the room and continue toward the back, so that the group as a whole will be reasonably close to the tape recorder playing the Listening section of the test.

If building regulations permit smoking, smoking and nonsmoking sections should be designated.

Receipt and Storage of Test Materials

Upon receipt of your shipment of test materials, verify the number of cartons you received against the shipment notice sent to you earlier.

Within 24 hours after you receive your shipment, open the cartons and check that all materials listed on the shipment notice are included in the cartons.

Count the test books to determine that the correct number of books listed on the shipment notice has been shipped. Remove the Student Handbooks and put them aside for distribution to students taking the test. (See "Announcing the Administration of the Test," p. 5). Replace all other items in the shipping cartons and reseal. PLACE ALL CARTONS CONTAINING TEST MATERIALS IN A SECURELY LOCKED AREA. Only you or your assistants should have access to the storage area.

Late Arrival of Materials for Administration in the United States and Canada

If your shipment has not arrived 10 days before the test date or if it is incomplete, check first with the United Parcel Service or your local post office (in Canada, check with the customs office or with the air carrier that delivered your original shipment) to see if the missing carton(s) can be traced. If the materials cannot be located, telephone ETS immediately.

Late Arrival of Materials for Administration in All Other Countries

If your shipment has not arrived 16 days before the test date or if it is incomplete, check first with your local post office or customs office or with the carrier that delivered your original shipment to see if the missing carton(s) can be traced. If the materials cannot be located, cable ETS immediately (see "Communication with ETS", p.1). ETS will inform you by return cable what actions to take.

If the entire shipment still has not arrived by the day of the test, explain to the students that the administration must be postponed, due to circumstances beyond your control. Inform ETS that the administration has been canceled; you will be told what action to take.

Items Needed for the Test Administration

The materials you and your assistants will need to administer the test fall into two categories: items supplied by ETS and items supplied by you. Use the following checklists to be sure you have everything necessary for the administration.

Checklist--Items Supplied by ETS

( ) 1. Directions for Administrators, which include:

   a. Administrator's Comment Sheet (page b)

   b. Administrator's Report Form (inside back cover)

( ) 2. Student Handbooks, to be given to students before the test date

( ) 3. Test books

( ) 4. Answer sheets

( ) 5. Recordings for the Listening section (2 cassettes; additional recordings are furnished for testing more than 50 students)

( ) 6. Tape and labels for the return of test books and Listening section cassettes

( ) 7. Envelopes for returning answer sheets to ETS

Checklist--Items Supplied by You

( ) 1. Two timepieces for each testing room, to prevent mistiming:

   a. A reliable watch (not a stopwatch) that you are willing to adjust as the instructions on pages 17 and 18 require

   b. A large clock, if the testing room does not have one

( ) 2. Playback equipment for the Listening section, as explained below

( ) 3. Several soft-lead pencils, erasers, and a pencil sharpener (Examinees are instructed in the Student Handbook to bring several soft-lead pencils, but some may forget.)

( ) 4. Signs for posting directions (See "Necessary Signs" on p. 6.)

( ) 5. Student roster, listing names of all persons to be tested

Equipment Needed for the Listening Section

To ensure uniformity in administration, the Listening section of the test is given only by tape recording. Scripts will not be provided with the test materials. It is, therefore, essential that the tape playback equipment you plan to use be in proper working order.

Since only cassettes are available for the Listening section, you will need a tape player that can play a standard size cassette that reproduces sound with minimum distortion. External high fidelity loudspeakers should be used when more than 15 examinees are tested in a room. You may wish to use a battery-powered cassette player if there is a possibility of a power outage; you must, however, use an external loudspeaker with a battery-powered cassette player.

Before the test date, check your playback equipment to ensure that it is functioning properly. Be sure the pickup track on the playback head of your player is aligned with the recorded track on the tape; distortion is often the result of misalignment. You should also clean the playback head of your recorder with a recommended solvent. Although you will have access to the actual test recording, we prefer that you use another recording of professional quality to check the volume, tone, and fidelity of your equipment.

Announcing the Administration of the Test

Announcement of the administration of the test should be made as far in advance of the test date as possible. As soon as you receive your shipment of test materials, distribute a copy of the Student Handbook to each individual who will take the test. If you have not already done so, announce the location of the testing room and the time the test will start; also remind the students of the date of the test. The students should be instructed to write this information in the space provided on the front cover of the Student Handbook.

The Student Handbook contains information about the test and practice questions, including directions for answering test questions. Students should become thoroughly familiar with the contents of the Student Handbook prior to taking the test.

Student Roster

An accurate listing, by name, of the students to be tested should be prepared before the day of the test and be available on the day of the test for checking in the students as they are admitted to the testing room. Each associate administrator should also be given a copy of this student roster. A copy of this roster, indicating names of students present for the test, should be returned with the answer sheets to ETS.

Necessary Signs

Make signs directing students to the testing room(s). If the students are unfamiliar with the building in which the testing rooms are located, it would probably also be helpful if you posted signs directing students to the rest rooms. To remind the students and to be sure that they know, you should also make signs stating that there will be no scheduled rest break and post them in locations where the students will see them before they enter the testing room.

No Scheduled Rest Break

There will be no scheduled rest break during the administration. After the examinees have filled out the preliminary information on their answer sheets, they will be instructed to begin Section I, Listening. After a short "stand-up" break at the end of Section I, they will be instructed to begin Section II, Reading. Administrators should allow the examinees to stand and stretch at their desks (booths) before starting the Reading section, but this should be limited to two or three minutes; no one should be permitted to leave the room during this time.

ON THE DAY OF THE TEST

All persons responsible for administering the Advanced Russian Listening/Reading Proficiency Test should read this section carefully.

Admitting Individuals to the Testing Room

Admit only those individuals scheduled to take the test; do not admit anyone else to the testing room. If the individual is not personally known to you, you should ask for some form of positive identification. As the examinees enter the testing room, mark their admission on the roster.

Persons Permitted in the Testing Room

No one other than official administrators, proctors, and individuals scheduled to take the test may be present in the testing room during the administration.

Prohibited Materials

Examinees are told in the Student Handbook that the use of books, dictionaries, recording devices, and papers of any kind are prohibited during the test. Administrators and proctors should require individuals having any of these materials to leave them in a designated, out-of-reach place in the testing room. While taking the test, the students are permitted to have only their test books, answer sheets, pencils, and erasers on their desks or in the language laboratory booths.

Closing the Testing Room

Close the doors of the room when you are ready to start the test.

Ordinarily, no one should be admitted after actual testing has begun. However, at your discretion, you may admit an examinee who arrives a few minutes late, provided that this can be done without appreciably disrupting the testing procedure. If the delayed examinee arrives during the preliminary instructions (that is, before the Listening section of the test has begun), quickly verify the individual's identity and ask him or her to begin filling out the answer sheet information (or to follow other directions) at the same point as the rest of the examinees. At the end of the test, after all the test materials have been handed in and the other examinees dismissed, work with the delayed examinee to make sure that the other answer sheet information is properly entered and gridded and that the examinee's name has also been printed on the test book.

Routine Absence

Examinees may go to the rest room during the actual testing time, but you should make no specific mention of this. Collect and hold their test materials until they return. Two or more examinees who wish to leave the room at the same time should be accompanied by a proctor; however, under no circumstances is a testing room to be left unattended.

No extra testing time is to be allowed for a routine absence, and it should not be recorded on the Administrator's Report.

Except for a routine absence, illness, or misconduct, no one may leave the testing room until the test is over and all test materials have been collected and accounted for.

Distributing Test Materials

After all the examinees have been admitted and seated, hand a test book and an answer sheet to each examinee individually. Each examinee must receive only one test book. Do not permit examinees to help distribute the test books. No one except each examinee taking the test is allowed to examine the contents of a test book, unless it is necessary for you to examine one for a reported defect. (See also "Defective Test Materials," p. 10.)

Completing the Answer Sheet

Instructions for gridding the answer sheet are given before the actual test begins. "Grids" are sets of ovals on the answer sheet that examinees fill in to record information about themselves and to record their answer to the test questions. The examinees must completely fill each appropriate oval with a dark mark so that the letter inside the oval cannot be seen. Light or partial marks may not be scored properly, and, if the required information is not gridded accurately, an institution's report of results may be delayed. (See the sample answer sheet on p. 20 to become familiar with the information the examinees will have to enter.)

Timing the Test

You must ensure that the examinees are given the prescribed period of time to work on the test. If you do not follow exactly the timing instructions contained in this manual, comparisons between the scores obtained by examinees at your institution and those obtained by other examinees will not be meaningful.

To prevent mistimings, test timing is done by resetting watches to common times. The time shown on a reset watch may not be the same as the actual time.

Accounting for Materials During the Test

While the examinees are working on the Listening section of the test, count the number of examinees taking the test and the number of unused test books (plus defective books, if any); they should equal the number of test books you received from ETS.

If there is a discrepancy, permit the examinees to finish the section; then stop the examination. Inform the examinees that one of them has been given an extra test book by mistake and request that it be returned to you. (Do not allow anyone to leave the room before you make

this announcement.) When the test book is returned, resume the test. Note the circumstances on the Administrator's Report Form.

If the test book is not returned, prepare a detailed report and send it to ETS with the answer sheets.

Information on Guessing

If the examinees ask whether or not they should guess, refer them to the instructions on the back cover of the test book. Because of its importance to examinees, information about guessing is also provided in the Student Handbook.

IRREGULARITIES OF ADMINISTRATION

The following irregularities of administration should be noted on the Administrator's Report Form (inside back cover of this manual) and returned to ETS with the used answer sheets. Where appropriate, indicate the test section(s) and question number(s) affected, the examinee's name, and the irregularity being reported.

Group Irregularities

Mistiming--Report mistimings that affect an entire group by writing the name of the section(s) affected, the question number(s) affected, and the amount of time involved. All reports of the amount of time involved should be given in "reset time" (see note below). Undertiming should be corrected during the testing session, if possible; overtiming must be reported. If too much time was allowed, you should consider rescheduling the test, using an alternate form.

Note: "Reset time" is used to prevent mistimings during the test; the timing is done by resetting watches to common times, which are specified in the instructions for administering the test (see page 18). The time shown on a reset watch used for timing the test is rarely the actual time.

Defective Recording--If you find that one of the test recordings is not satisfactory, print the word "defective" on the label and return the tape with the used answer sheets. If all the recordings sent to you are defective, do not administer the test.

Emergencies--An emergency over which you have no control, such as a natural disaster, power failure, or other unusual disturbances, should be reported. Explain the extent of the disturbance, indicate the

test section(s) and question number(s) affected, and describe what you did to resolve the problem.

Possible Test Question Errors--Report possible typographical errors or ambiguities in test questions; be sure to indicate the test sections and question numbers.

If an examinee has comments or questions about the test or any of the test questions, give the examinee's name and a brief account of the examinee's comment or concern. You should also tell the examinee to write to the ETS/Language Programs Office. The examinee's letter should include the test date, name and address of the administering institution, and the test question. Examinee comments will be reviewed by appropriate staff at ETS, and the examinees will be sent written responses.

Individual Irregularities

For each individual irregularity that occurs, write all identifying information--student's name, section, time by reset watch--on the Administrator's Report Form.

Defective Test Materials --If defective test materials cause a loss of time, write the amount of time lost in the comments section of the Administrator's Report Form.

Test Book --If a test book is defective, replace it with another test book. Direct the examinee to write his or her name on the front cover of the new test book. The examinee should then continue with the new book starting with the same question he or she was working on when the defect was noticed.

Record the examinee's identifying information and explain on the Administrator's Report Form. On the cover of the defective test book, write "defective," a description of the defect, the page number, and the institution's name and code number. Attach the defective and new test book and the answer sheet to the Administrator's Report Form.

Answer Sheet --If the answer sheet is defective, instruct the examinee to circle his or her answer choices in the test book. Record the examinee's identifying information, and explain the problem. Return the test book and the defective answer sheet with the used answer sheets. An examinee may mark answers in the test book only if his or her answer sheet is defective.

Discrepancy in Test Forms --If someone indicates that the test form designation on the answer sheet and on the test book are not identical, allow the examinee to take the test with the answer sheet

received with the test book. Record the examinee's identifying information. Attach the answer sheet to the Administrator's Report Form.

Examinee Mistiming--Anyone found working on the wrong section of the test must be told to turn to the correct section and be reminded that working on the wrong section of the test is considered cheating. It is not necessary to include a report of the warning on the Administrator's Report. If the same person is found to be working on the wrong section of the test again, record his or her identifying information. The examinee should be informed that his or her answer sheet will not be processed by ETS.

Giving or Receiving Assistance--If you are convinced beyond a reasonable doubt that someone is giving or receiving assistance during the test, collect his or her test book and answer sheet. Dismiss the examinee from the examination room; he or she should not be permitted to return. Record the examinee's identifying information, and explain. No scores will be reported for the examinee.

Should you suspect that an examinee is copying or otherwise receiving information from another person, have the examinee move to another seat. Record the examinee's identifying information and that of anyone from whom he or she may have obtained information. If ETS investigation confirms your suspicion, scores will not be reported for the examinee(s) involved.

Misplacing Answers--Occasionally an examinee marks answers in the test book instead of on the answer sheet or misplaces answers on the answer sheet. If answers have been marked in the test book, attach the book and the answer sheet to the Administrator's Report for return to ETS. If you discover someone misplacing answers on the answer sheet, have the person continue the test by marking answers in the test book. Be sure to attach both the answer sheet and the test book to the Report.

Note all cases of misplaced answers by recording the examinee's identifying information, and giving a brief explanation on the Administrator's Report Form.

Absence Due to Illness--If someone becomes ill during the test, collect the test book and answer sheet; return the same materials to the examinee if he or she is able to resume testing. No extra time may be allowed.

Record the identifying information for the examinee.

> Left room for (give number_____) minutes because of illness.
> Returned to room at (reset watch time).

If someone must withdraw permanently from the test because of illness, collect his or her test materials. Record the identifying information.

Left room at (reset watch time) because of illness.

Ask the examinee whether he or she wants the test scores reported or cancelled, and note the response on the Administrator's Report Form.

Examinee Requests for Score Cancellation--Educational Testing Service will honor a request by an examinee that his or her scores not be reported (i.e., not included on the score roster sent to the institution), provided the examinee notifies you before leaving the testing room. Please be sure the examinee understands that scores can be cancelled only for the entire test and that the scores will not be provided at any later date.

Remember to record the identifying information.

AFTER THE TEST

Collecting Test Materials and Dismissing the Examinees

No examinee should be permitted to leave the testing room until all test materials have been collected and accounted for. Do not ask the examinees to help collect the test materials. The test materials should be collected in the following order.

First, collect the test books from each examinee individually. Place the test books in the shipping boxes and put the boxes where the examinee will not have access to them as they leave the testing room.

Second, collect the answer sheets from each examinee individually. As you collect the answer sheets, check carefully to see that the gridded name on the answer sheet corresponds with the name printed above the grid. Describe any discrepancy on the Administrator's Report and attach to it the answer sheets in question. Place the answer sheets with the other testing materials.

Before you dismiss the examinee, you must be sure you have the correct number of test books and answer sheets (used, unused, and defective). If examinees have followed directions properly, they will have printed their full names on the front covers of their test books. This will help you match test books with answer sheets if there are any discrepancies.

No one may examine the test books or answer sheets after they have been returned to you.

Dismiss the group after you have accounted for all test-related materials sent to you.

Administrator's Report Form

After you dismiss the examinees, you should again verify counts of test materials and complete the Administrator's Report Form. The Administrator's Report Form should be included with the used answer sheets and returned to ETS for processing.

Returning Used Answer Sheets and Related Test Materials

The materials listed below must be returned to ETS immediately following the test administration:

( ) Used answer sheets (unfolded) and any test books in which answers have been marked.

( ) Administrator's Report Form, with test materials attached as instructed in IRREGULARITIES OF ADMINISTRATION. If the report was completed by an assistant, it must be countersigned by the administrator.

( ) Defective test books, if any

( ) Student roster

( ) Administrator's Comment Sheet, if you have any comments

Return the materials listed above in the large envelopes addressed to Educational Testing Service, Custom Operations Division, CN 6400, Princeton, NJ 08541-6400. Be sure to print the name of your institution and the processing number (from the shipment notice) in the upper left corner of each envelope. If you must use more than one envelope, provide the same information on each one.

Return these materials by first class mail in the United States or by air mail from countries other than the United States. You may expedite the mailing of your answer sheets if you send them by express or special delivery mail, but you will have to pay the postage fees. Do not return materials by registered mail.

Returning Test Books and Remaining Materials

The materials listed below must also be returned to ETS promptly (within three days) after the administration of the test:

( ) Used test books

( ) Unused test books and unused answer sheets

( ) Cassettes for the Listening section

Do not return the Directions for Administrators or extra copies of the Student Handbook.

To ensure prompt return to ETS of the materials listed above, apply two return labels to each shipping carton--one over the printed address on the top, the other over the printed address on the side. Be sure to copy the Shipping Notice number on the envelope. Also, print the institution address in the space provided. Mail the shipment as follows:

United States--You should use the Special Fourth-Class Rate merchandise return labels with postage-due permit that were included in your shipment. No postage is necessary; it will be paid by ETS.

If you choose to return the remaining materials by United Parcel Service, you will need to pay the postage. Send UPS materials to Educational Testing Service, 1440 Lower Ferry Road, Trenton, NJ 08610, USA.

Canada--You should return the shipment by Special Fourth-Class Book Rate--insured--with a declared value of US$10 on each carton.

All Other Countries--Unless otherwise instructed, return the shipment by registered first-class mail (surface) to Educational Testing Service, 1440 Lower Ferry Road, Trenton, NJ 08610, USA.

DIRECTIONS TO BE READ TO THE EXAMINEES
AND
INSTRUCTIONS FOR THE TEST ADMINISTRATOR

Read aloud to the examinees all directions enclosed in boxes, pausing where four dots are shown to allow time for the procedure described to be carried out. You should read the directions slowly, and you may repeat them if necessary. However, do not depart from these directions or answer any questions about the content of the test.

Parentheses have been placed at the end of each set of oral instructions for your convenience. As you finish reading aloud a set of instructions, place a check in the parentheses ( ) to indicate that you have completed those instructions.

When everyone has been admitted and seated according to your prearranged seating plan, say:

> Please remove everything from your desk (or booth) but your pencils and erasers. Place all other materials where they cannot be seen....
>
> In a moment you will be given a test book and an answer sheet. DO NOT OPEN YOUR TEST BOOK UNTIL I TELL YOU TO DO SO. ( )
> I am now going to give out the test books and answer sheets....

Distribute one test book and one answer sheet to each examinee individually. (Do NOT ask the examinees to help you distribute the books.) When you have finished, say:

> On the front of your test book, in the upper left-hand corner, print with a pencil your full name, with your last name (family or surname) first. Beneath your name, write the code number of this institution, which is ( )....( )

Say the four-digit number given on the acknowledgement letter and also on the sheet included in the test shipment. You should also write this number on the blackboard. Then wait for further instructions.

When the group is ready, say:

> Please turn your answer sheet so that the words "Title: Advanced Russian Listening/Reading Proficiency Test" are near the upper left corner. In filling out the identifying information on the front side of your answer sheet and marking your answers to the test questions, use only a soft-lead (No. 2 or HB) pencil; do not use ball-point pens or any other kind of marker or pen. If you need a suitable pencil, please raise your hand. Does everyone have a pencil?.... ( )

After you have given pencils to those who need them, say:

> Compare the form designation (3IPR1 or 3IPR2) at the upper right corner of your test book with the form designation on your answer sheet, just beneath the words "Advanced Russian Listening/Reading Proficiency Test." If they are not identical, raise your hand... ( )

See page 10 if a discrepancy occurs.

Now print your last name, your first name and your middle initial in the spaces provided in the top left portion of your answer sheet. Your signature is to be entered on the next line and authorizes ETS to send your scores to your institution. (Your institution will also be provided with a score report to be distributed to you.) Next, enter the name of your college or university in the space that says "Name of your college." In the set of 12 boxes labeled "Last Name," print the first 12 letters of your last name (family or surname), one letter to a box. If your last name has more than 12 letters, print only the first 12. If your last name has fewer than 12 letters, leave any extra boxes blank.... Next, print the first 8 letters of your first or given name and your middle initial (if you have one) in the boxes provided.... Now in the column beneath each box in which you have printed a letter, fill in the oval space containing the same letter. Be sure you fill in completely, only one space in each column. No provision has been made for gridding special characters such as hyphens or apostrophes; therefore, enter letters consecutively without leaving spaces for such characters.... ( )

In the area at the lower left corner of your answer sheet, enter your college code and fill in the ovals beneath the numbers.... Please complete your birthdate under column F. In column G write your social security number if you have it available. Fill in the ovals below each number.... In column H fill in space number 1 if you regularly speak Russian or hear it spoken at home. Fill in space number 2 if your exposure to the Russian language comes from school and travel experiences only. Column I is provided to record the amount of college-level Russian you have studied. If you consider it to be approximately equivalent to 3 years of college Russian, fill in space number 1. If it is approximately equivalent to 4 years, fill in space number 2. If you have studied Russian for five years or more at the college level, fill in number 3. Be sure NOT to mark in space 4 or 5. The amount of study you indicate will not affect your test results.... ( )

Your test results will be reported to the institution where you are taking the test. Be assured, however, that no data identifying test results with your name or social security number will be kept on file at ETS.

Now finish filling in all the appropriate spaces for the information you have provided.... Then check that the Test

> Code on the front of your test book matches the Test Code on your answer sheet. After you have checked this number, turn your answer sheet over.... ( )
>
> Now read the directions on the back cover of your test book.... ( )

When all of the examinees have finished this work, say:

> In a moment, we will begin Section I, the Listening section, of the test. All directions for the Listening section will be given by a voice on the test tape. During the test, if you need another pencil or have any problems, raise your hand. ( )

Start the test tape and adjust the playback volume as needed to make the tape clearly audible to all students.

Running time for the Listening section is approximately 50 minutes. During the first few minutes, you should move quietly among the examinees to make sure they are recording their answers properly on their answer sheets. It is also advisable at this time to count the number of examinees present to verify that this matches the number of test books distributed. (See "Accounting for Materials During the Test" on page 8.)

After time has ended, the master voice will say, "This is the end of Section I. Do not go on to Section II until you are told to do so." When you hear these words, stop the tape recorder and say:

> We will now have a few minutes to rest before beginning Section II, Reading. Please remain in your seat and do not talk. You may stand at your seat if you wish. Please keep your test book closed and your answer sheet under your test book. No one may leave the room at this time. ( )

When the examinees have had time to relax (not more than two or three minutes), say:

> Please be seated. In a moment, we will begin the Reading section of the test. You will record your answers to the Reading questions on the same answer sheet you used earlier, beginning with question number 101. After you have finished reading the General Directions for Section II on the back cover, you should turn to Section II in your test book and read the special directions....

Read the special directions for Part A and begin working as soon as you understand the directions.	( )

IMMEDIATELY set the wristwatch or other timing device to the 12:00 noon position (regardless of the actual time) and begin timing the test. This watch must NOT be reset during the remainder of the test.

Make sure that the examinees are working only on the Reading section during the time allotted for Section II.

When the watch reads 12:07, say:

Now you are advised to go on to Part B.	( )

When the watch reads 12:50, say:

Now stop working. This is the end of the Advanced Russian Listening/Reading Proficiency Test. Close your test book and keep it closed on your desk. Do NOT put your answer sheet in your test book. Check to be sure you have given all the required identifying information on your answer sheet and that you have correctly gridded all of the information. Also make sure you have printed your full name on the cover of your test book. I will now collect the test books and answer sheets from each of you individually. Please remain in your seat and do not talk until you are dismissed.	( )

Collect a test book from each examinee first. Place the test books in the shipping cartons and put the cartons where examinees will not have access to them as they leave the room.

Collect the answer sheets individually from each examinee. As you collect the answer sheets, check carefully to see that the gridded name on the answer sheet corresponds with the name printed above the grid. (See "Collecting Test Materials and Dismissing the Examinees" on p. 12.) Place the answer sheets with the other testing materials.

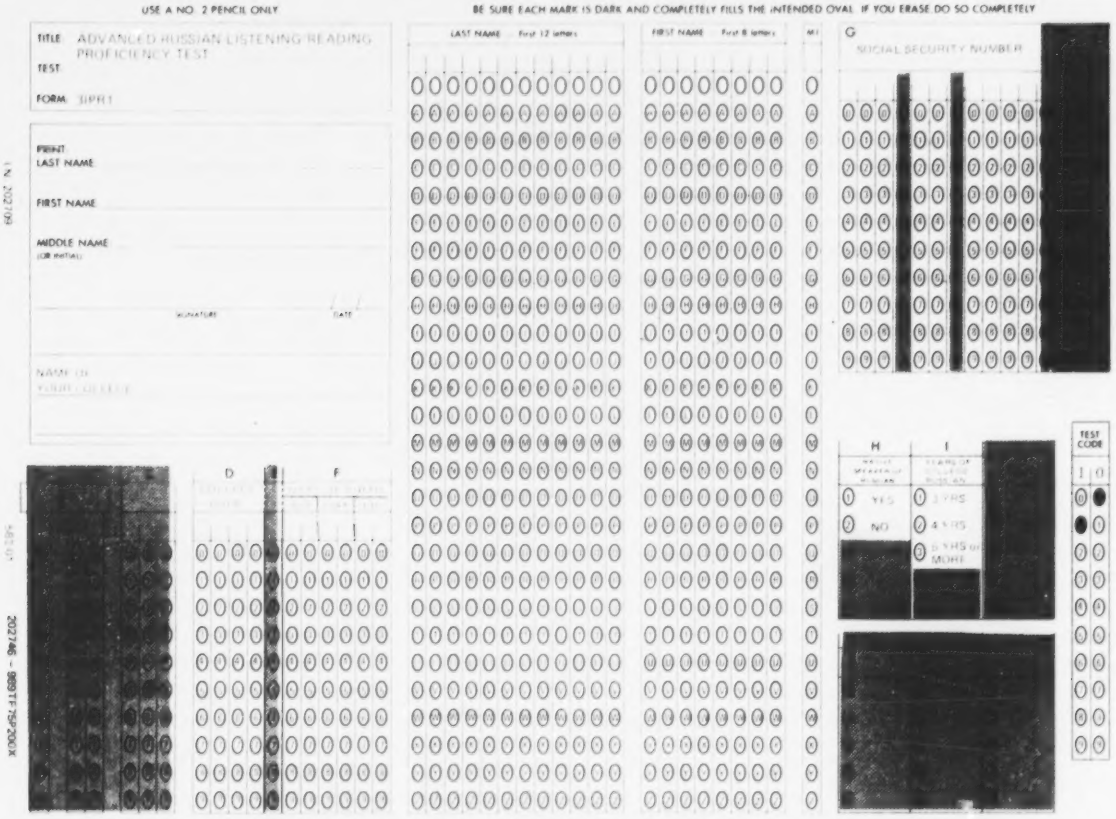
Before you dismiss the group, you must be sure you have the correct number of test books and answer sheets. When you can account for all testing materials, place them out of reach of the examinees. Then dismiss the group, saying:

This is the end of the test. Thank you for your cooperation. You may now leave the room.	( )

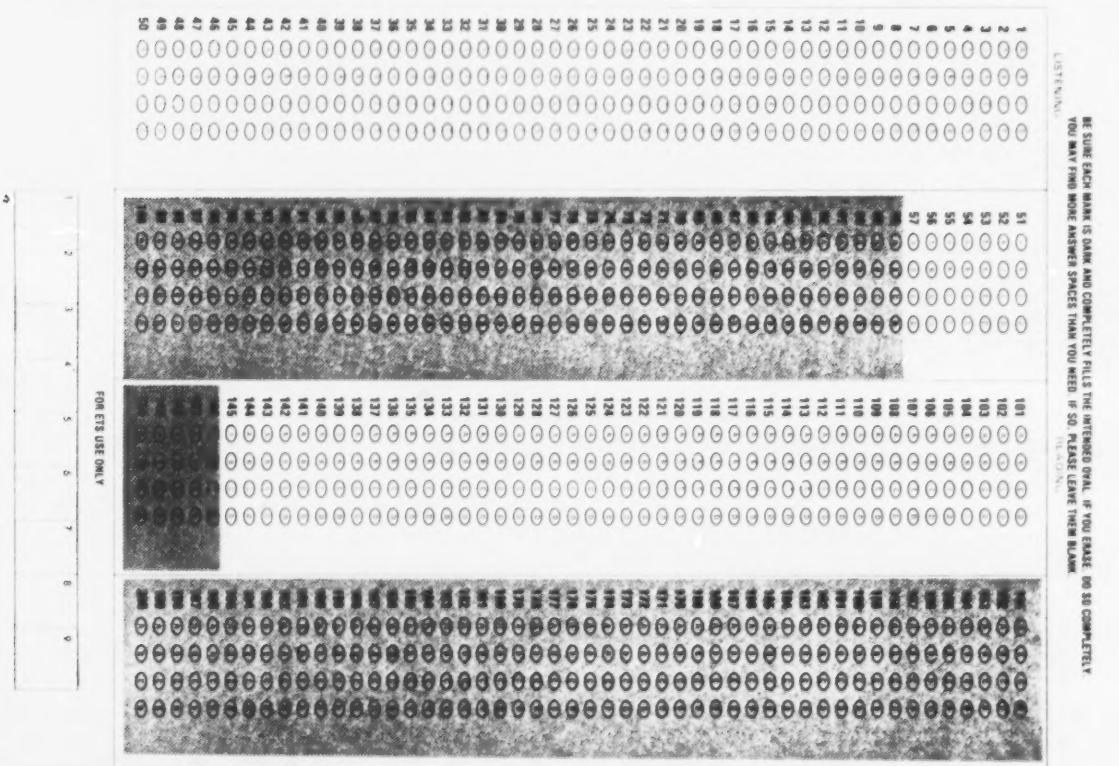
After all the examinees have left the testing room, complete the Administrator's Report Form, making certain that all information is carefully and accurately provided. Pack and return the test materials according to the detailed instructions given on pages 13 and 14.

Thank you for your cooperation.

SIDE 1



SIDE 2


FOR ETS USE ONLY
BE SURE EACH MARK IS DARK AND COMPLETELY FILLS THE INTENDED OVAL. IF YOU ERASE DO SO COMPLETELY
YOU MAY FIND MORE ANSWER SPACES THAN YOU NEED. IF SO, PLEASE LEAVE THEM BLANK

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ADVANCED RUSSIAN LISTENING/READING PROFICIENCY TEST

Administrator's Report Form

_____
Name of Institution

_____
City State/Province/Country

_____ _____
Administration Date Processing Number

Quantity

I. a. Test Books Received

b. Answer Sheets Received

c. Recordings Received

II. a. Used Answer Sheets Returned

b. Used Test Books Returned

c. Unused Test Books Returned

d. Unused Answer Sheets Returned

e. Total Number of Test Books Returned

f. Recordings Returned

Irregularities and other comments:

This test was administered in exact accordance with instructions.

_____
Signature of Administrator

_____
Date

(Additional comments or questions may be written on the back cover.)

Date Answer Sheets Received_____ Date Test Books Received_____

Educational Testing Service
Princeton, NJ 08541, USA

RUSSIAN PROFICIENCY TEST

TEST AND SCORE MANUAL

Russian Proficiency Test • Princeton, New Jersey 08541 • USA

Educational Testing Service (ETS) is a sponsor of the Advanced Russian Listening/Reading Proficiency Test. The program does not operate, license, endorse, or recommend any schools or publications that claim to prepare individuals for the Advanced Russian Listening/Reading Proficiency Test or that promise them high ratings on the test. The spoken selections and reading passages in the test do not reflect the ideas and attitudes of Educational Testing Service.

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OVERVIEW

The Advanced Russian Listening/Reading Proficiency Test (RPT) program, administered by Educational Testing Service (ETS), makes available to colleges, universities, and other institutions involved in teaching Russian to English-speaking learners two equivalent versions of an advanced test of listening and reading proficiency in Russian. Participating institutions may administer the RPT on dates of their choice. Following an administration, ETS scores the test and forwards the test results to the institution; the institution is in turn responsible for informing the individual students of their performance on the test.

GENERAL INFORMATION

The Advanced Russian Listening/Reading Proficiency Test was developed over a two year period (1984-1986) by Educational Testing Service under a grant from the U.S. Department of Education with assistance of a three-member Advisory Committee, consisting of Donald K. Jarvis (Brigham Young University), Dan Davidson (Bryn Mawr College), and Irene Thompson (George Washington University). Consultants are C. Edward Scebold, Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL) and James R. Child of the Department of Defense. The text was prepared by a five-person Test Development Committee with Irene Thompson as chair. The other members of the committee are Thomas Beyer (Middlebury College), Masha Lekic (University of Pennsylvania), Kevin McKenna (University of Vermont), and Anelya Rugaleva (Ohio State University).

The tests will serve the needs of colleges, universities and government agencies in the following ways:

(1) Determine the proficiency level in listening and reading of graduates of B.A. and M.A. Russian language and area studies programs, according to standards established by the profession.

(2) Establish whether prospective teaching assistants and secondary school teachers have requisite levels of Russian language listening/reading proficiency.

(3) Help employers fill certain jobs requiring a given proficiency level.

(4) Assist with admission and placement in undergraduate and graduate programs.

(5) Assess the proficiency of students before and after a significant linguistic experience, such as a summer, semester, or year in the Soviet Union for a summer immersion program in the U.S.

(6) Monitor and evaluate the success of their language teaching programs.

The Advanced Russian Listening/Reading Proficiency Test is administered only on a institutional basis; that is, through colleges, or other institutions that arrange for the testing on dates of their choice. Following the testing, a roster of scores and ratings is sent to the institution by ETS. The institution is responsible for reporting test results to students. Individual student test results are not kept on file by ETS, and no reporting service is available from ETS. Institutions may score the tests themselves instead of using the ETS service.

All questions in the test are in multiple-choice format, with four possible answers or options per question. All responses are marked on separate machine-scorable answer sheets. Total actual testing time is approximately 1 hour and 40 minutes. However, time is also needed for test administration, distribution of test materials, and having students enter essential information on their answer sheets, giving test directions, and collecting the test materials. A more detailed description of the types of questions follows.

QUESTION TYPES USED IN THE TEST

The test is divided into two major sections: Listening Proficiency and Reading Proficiency. In the Listening Proficiency section, administered by means of a tape recording, students hear a variety of spoken material in Russian, including interviews, news broadcasts, and other types of passages. Both male and female voices are heard at normal speaking tempo. In the Reading Proficiency section, students read printed texts in Russian, ranging from short passages to extract factual information to larger texts to measure comprehension and analysis.

For all parts of the test, the questions are printed in the test book. Answers to these questions are to be marked on the separate answer sheet provided. Testing time is approximately two fifty-minute sessions.

Sample questions and the specific directions for each part of the test are given in the "Practice Questions" section of the Student Handbook.

Test questions in all parts of the RPT are based on information presented in or easily inferred from the questions themselves or from the associated listening comprehension or reading passages. Knowledge of specific subject matter is not tested, and there are no questions that bear on literary knowledge, literary analysis, or linguistic terminology.

TEST ADMINISTRATION PROCEDURES

The Russian Listening/Reading Proficiency Test is provided to colleges, universities, and other institutions both in the United States and abroad for administration to their own students on dates and at locations convenient to the institutions. Institutions wishing to use the RPT must submit a test order form to the RPT program office at least one month prior to the intended administration date to provide adequate time for ETS to make the necessary program arrangements and to ship the test materials.

On receipt of the test order form, together with advance payment or authorized purchase request, ETS will forward to the designated contact person at the institution a sufficient number of test books and answer sheets for the students to be tested, as well as the tape recording for the Listening section and other materials required for the administration. Also included are copies of the Student Handbook, which the institution is to distribute to each student to be tested well in advance of the testing date. The Handbook contains important information about the test, including a description of the general content of the test, test directions, and practice questions.

The designated contact person at the institution is responsible for test security, test administration, and the return of used and unused test materials to ETS in accordance with the official procedures described in the Directions for Administrators. It is extremely important that each institution using the RPT adhere strictly to the procedures specified in this manual for handling test materials and for administering the test, both to maintain test security and to insure that the testing results at the institution can be validly compared to the normative data reported for the test.

Within 10 working days following receipt of the returned test materials, ETS will forward the test results to the administering institution in roster form. This roster lists the names and scores of all students who took the test at that administration. Four scores are provided: a raw score for the Listening section; a raw score for the Reading section; and a proficiency rating for each section. Two copies of the score roster are provided. One copy is for the institution's files and a second copy--consisting of "pull-apart" labels, each containing the scores of an individual examinee--is for the institution's use in forwarding the test results to the examinees.

Score reporting for the RPT program is limited to the one-time mailing to the institution of the two-part score roster just described. Score files for individual examinees are not maintained by the RPT program at ETS, and score transcript service is not available.

Following each administration, a copy of the score roster, as sent to the institution, is kept in secure ETS files for a period of approximately three months as a backup record in case the institution's copies of the score roster are not received by the institution or there is some other technical or procedural question requiring a check of

these records. After this period, and exclusively for use in statistical analysis, development of additional norming information, and similar program-related activities, examinees' scores are maintained in a form that relates the scores to various items of background information gridded on the answer sheets by the students at the time of testing (for example, amount of prior study of Russian). However, examinees' names are deleted from these records so it is not possible to associate a given examinee with a particular score record. At no time will examinee-identifiable score data or other information concerning individual examinees be released to any person or institution except by means of the initial institutional score roster described in the preceding paragraphs.

Procedures for administering the test include a provision by which an examinee may inform the test supervisor at the end of the test that he or she does not with the test scores to be reported. In this event, the examinee's scores will not be calculated by ETS and will not appear on the score roster.

CALIBRATION OF THE TESTS

Each form of the RPT was developed in a preliminary version containing a listening test of 65 questions and a reading test of 50 questions. The original forms were administered in July of 1985 to 155 students in advanced (graduate-level) Russian programs at Indiana University, Middlebury College, and Norwich University. Approximately half the students at each college (total of 80 students) took the preliminary version of Form 1; the other half (a total of 75 students) took the preliminary version of Form 2. These students also took the Defense Language Institute (DLI) Russian proficiency test (Form A), which contains a 100-question listening test and a 120-question reading test.

Before the DLI test results were used in any way, ETS conducted an item analysis of the RPT. On the basis of these results, 8 questions were deleted from the listening section and 5 from the reading section. The tests were then rescored. All subsequent analyses were based on these rescorings and refer to listening tests of 57 questions and reading tests of 45 questions, i.e., the questions that appear in the final versions of Form 1 and Form 2.

Students' scores on the DLI test were then matched with their scores on the RPT. The matched file contained records for 150 students: 76 who took Form 1 and 74 who took Form 2. The distribution of DLI proficiency levels in the groups of students taking each RPT form was as follows:

DLI Proficiency level	Listening		Reading	
	Form 1	Form 2	Form 1	Form 2
3	5	2	19	24
2+	3	4	7	8
2	8	13	23	19
1+	20	15	21	18
1 or lower	40	40	6	5
Total	76	74	76	74

The means and standard deviations of these students' raw RPT scores and the correlations of their RPT and DLI raw scores were as follows:

	Form 1	Form 2
RPT listening: mean	30.4	26.6
S.D.	8.4	7.7
RPT reading: mean	25.3	26.1
S.D.	8.7	8.6
Correlations:		
RPT listening - DLI listening	.71	.62
RPT reading - DLI reading	.67	.78
RPT listening - RPT reading	.59	.57
DLI listening - DLI reading	.73	.59
RPT listening - DLI reading	.60	.49
RPT reading - DLI listening	.67	.59

Because so few students achieved high proficiency levels on the DLI listening test, an additional 23 examinees were added to the calibration sample for the listening test. These were US Government employees who had been identified as being able to understand spoken Russian. When these examinees were added to the sample, the distributions of listening proficiency levels based on the DLI test were as follows:

DLI Listening Proficiency Level	RPT Form Taken	
	Form 1	Form 2
3	5	3
2+	6	5
2	10	14
1+	26	20
1 or lower	40	44
Total	87	86

The correlations between RPT listening scores and DLI listening scores in this expanded group were .70 for those taking RPT Form 1 and .65 for those taking RPT Form 2. The mean RPT raw listening scores increased slightly to 30.8 and 27.3 for Forms 1 and 2; the corresponding standard deviations were 8.4 and 7.8.

The boundary points for each test (listening and reading) were chosen on the basis of an equipercentile scaling of each RPT form to the DLI and an equating of the two RPT forms through the DLI anchor. These boundary points defined the proficiency levels on each form of the RPT as follows:

Proficiency level	Listening		Reading	
	Form 1	Form 2	Form 1	Form 2
3	44 to 57	43 to 57	31 to 45	31 to 45
2+	41 to 43	39 to 42	29 to 30	29 to 30
2	37 to 40	33 to 38	23 to 28	23 to 28
1+	31 to 36	27 to 32	13 to 22	13 to 22

The boundary points differ for the two forms of the listening test because Form 2 is more difficult, especially for students at the lower proficiency levels. The two forms of the reading test are equally difficult, and the boundary points are the same for both.

Tables 1a and 1b show the relationship between the RPT and DLI proficiency levels of the participants in the calibration study. Table 1a shows the listening proficiency levels; Table 1b shows the reading proficiency levels.

NORMS

The final version of the RPT was administered to students in advanced Russian courses at 48 colleges and universities. A total of 513 students took the listening section; 500 took the reading section. These students constitute the norm group for the RPT. Table 2 shows the number of students at each school taking each section of the RPT in the norming study, and the number of years they reported studying Russian at the college or graduate level. (Several students did not provide this information.) Only twelve students in the norm group were native speakers of Russian.

Table 3a shows the percentage of the students in the norm group achieving each proficiency level on the RPT listening test, for the group as a whole and also for subgroups of students classified by the number of years of Russian they reported studying. Table 3b shows the same information for the RPT reading test.

Table 1a. Number of participants in the calibration study at each listening proficiency level, as determined by the RPT and the DLI test.

	DLI Listening Proficiency Level					
RPT Listening Proficiency Level	3 or higher	2+	2	1+	1 or lower	Total
3 or higher	3	3	0	0	0	6
2+	1	5	2	2	0	10
2	3	2	6	5	1	17
1+	0	1	10	14	13	38
1 or lower	1	0	6	25	70	102
Total	8	11	24	46	84	173

Table 1b. Number of participants in the calibration study at each reading proficiency level, as determined by the RPT and the DLI test.

	DLI Reading Proficiency Level					
RPT Reading Proficiency Level	3 or higher	2+	2	1+	1 or lower	Total
3 or higher	29	3	10	1	0	43
2+	7	4	6	3	0	20
2	4	5	14	6	2	31
1+	3	2	12	25	4	46
1 or lower	0	1	0	4	5	10
Total	43	15	42	39	11	150

Table 2. Number of students at each college or university taking the RPT listening and reading sections in the norming study, classified by years of college-level Russian studied.

	Listening				Reading			
	3 Years	4 Years	5 or More Years	Total*	3 Years	4 Years	5 or More Years	Total*
Bowling Green State University	3			3	3			3
Indiana University, Bloomington	14			14	13			13
Miami University, Oxford, Ohio		2		2		2		2
Ohio State University	3	6	8	18	3	6	8	18
University of Illinois, Urbana	12	2		25	7	6	3	16
University of Kentucky, Lexington	5	3		8	5	3		8
University of Tennessee, Knoxville	1	4		5	1	4		5
University of South Alabama	1	2		3	1	2		3
Wayne State University	2			2	2			2
Bryn Mawr College	3	6	2	11	3	6	2	11
Chestnut Hill College	5			6	5			6
Colgate University	8			8	7			7
Columbia University	29	20	5	56	30	20	5	57
Fordham University	3			3	3			3
State University of New York, Oswego	5	3		9	5	3		9
State University of New York, Stony Brook	4	2		8	4	2		8
Pennsylvania State University, University Park	9	1		11	9	1		11
Sarah Lawrence College	4			4	4			4
University of Rochester	6			6	5			5
Vassar College	3	3		6	3	3		6
University of Pennsylvania	8			25	1			18
Bates College	9			9	9			9
Middlebury College	12	4		16	11	8		19
University of New Hampshire	17	1		18	17	1		18
University of Vermont	7	1		9	7	1		9
Williams College	8			8	8			8
Yale University	12			12	11			11
Brigham Young University	1	4		5	1	4		5
Portland State University	7	7	1	15	7	7	1	15
Stanford University	6	1	2	9	6	1	2	9
Washington State University	4	3		7	4	3		7
University of California, Davis	10			11	10			11
University of New Mexico	2	3	1	6	2	3	1	6
University of Oregon	13	7	6	27	14	7	6	28
University of Washington	6	6	2	15	6	6	2	15
University of Hawaii, Manoa	3	4		8	3	4		8
American University	6	2		8	6	2		8
Emory University	6	3		9	6	3		9
Florida State University	7	1		8	7	1		8
James Madison University	7	4		11	7	4		11
University of North Carolina, Chapel Hill	5		3	8	5		3	8
University of South Florida	3	1	1	5	3	1	1	5
University of Maryland, Baltimore County	2	2		4	2	2		4
Virginia Polytechnic Institute	4	1		5	4	1		5
University of North Carolina, Greensboro	1	1	2	4	1	1	2	4
Oklahoma State University	3			3	3			3
Iowa State University	7	2		10	7	2		12
University of Texas, Austin	23		6	30	23		6	30
Total	319	112	39	513	304	120	42	500

*Includes students who did not specify years of Russian studied.

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Table 3a. Percent of students in norm group at each RPT listening proficiency level, by years of college-level Russian studied.

RPT Listening Proficiency Level	Years of College-Level Russian Studied: 3	4	5 or more	Total*
3 or higher	0	6	8	2
2+	1	4	10	2
2	3	12	15	6
1+	9	15	26	11
1 or lower	88	63	41	78
	100**	100	100	100**
Number of students	319	112	39	513

*Includes 43 students who did not indicate the number of years of college-level Russian studied.

**In some cases the percentages may add to slightly more or less than 100 percent because of rounding.

Table 3b. Percent of students in norm group at each RPT reading proficiency level, by years of college-level Russian studied.

RPT Reading Proficiency Level	Years of College-Level Russian Studied: 3	4	5 or more	Total*
3 or higher	3	23	48	12
2+	1	9	7	4
2	12	18	19	14
1+	45	33	14	40
1 or lower	39	16	12	31
	100	100**	100	100**
Number of students	304	120	42	500

*Includes 34 students who did not indicate the number of years of college-level Russian studied.

**In some cases the percentages may add to slightly more or less than 100 percent because of rounding.

RUSSIAN PROFICIENCY TEST

STUDENT HANDBOOK

KEEP THIS HANDBOOK. You will need it for future reference.

Test Date _____ Time _____

Location _____

Russian Proficiency Test • Princeton, New Jersey 08541 • USA

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This handbook will help you prepare for the Advanced Russian Listening/Reading Proficiency Test to be administered at your institution. It contains a description of the test, including practice questions, and important information about the procedures to be followed on the day of the test.

GENERAL INFORMATION

The Advanced Russian Listening/Reading Proficiency Test was developed by Educational Testing Service (ETS) under a grant from the U.S. Department of Education with assistance of a three-member Advisory Committee, consisting of Donald K. Jarvis (Brigham Young University), Dan Davidson (Bryn Mawr College), and Irene Thompson (George Washington University). Consultants are C. Edward Scebold, Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL) and James R. Child of the Department of Defense. The text was prepared by a five-person Test Development Committee with Irene Thompson as chair. The other members of the committee are Thomas Beyer (Middlebury College), Masha Lekic (University of Pennsylvania), Kevin McKenna (University of Vermont), and Anelya Rugaleva (Ohio State University).

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The test is divided into two major sections: Listening Proficiency and Reading Proficiency. In the Listening section, administered by means of a tape record ng, you will hear a variety of spoken material in Russian, including interviews, news broadcasts, and other types of passages. Both male and female voices will be heard at normal speaking tempo. In the Reading section, you will read printed texts in Russian, ranging from short passages to extract factual information to larger texts to measure comprehension and analysis.

For all parts of the test, the questions are printed in the test book. Answers to these questions are to be marked on the separate answer sheet provided. Testing time is approximately two fifty-minute sessions.

Sample questions and the specific directions for each part of the test are given in the "Practice Questions" section of this handbook.

PREPARING FOR AND TAKING THE TEST

The Advanced Russian Listening/Reading Test is designed as a test of general listening and reading language proficiency, and is, therefore, not based on any particular course of study. Because the language skills at issue in the test are achieved only after a relatively long and continued period of study and practice, it is unlikely that you will be able to improve your performance appreciably through short intensive study immediately prior to the test. The recommended preparation for the test is to become thoroughly familiar with the types of questions that appear in the test and the directions for each question type, and to be rested on the day of the test.

Your instructor or other institutional representative will inform you of the exact date, time, and place of testing. It is recommended that you write this information in the spaces provided on the front cover of the handbook for ready reference.

On the day of the test, you should arrive at the designated location no later than the scheduled time. You will need to bring several sharpened medium-soft (#2 or HB) black lead pencils, or a mechanical pencil with soft lead. You may NOT use a pen, a pencil with colored lead, or a liquid-lead pencil to mark your answer sheet. You will also need a good quality eraser that will completely erase any unintended marks you make on your answer sheet.

If requested, you must also bring, and be prepared to show, your student identification card or other means of positive identification as specified by your instructor or other institutional staff. You will not be permitted to take books, dictionaries, recording devices, or note papers of any kind into the testing room.

Note: Handicapped individuals should take the Advanced Russian Listening/Reading Test under the same (standard) conditions as all other students if it is possible to do so. Results obtained under different, nonstandard testing conditions cannot be compared to those obtained under standard conditions. ETS cannot supply normative data for test ratings obtained under nonstandard testing conditions.

Answer Sheet Instructions

You will be given a separate, machine-scorable answer sheet along with the test book. Before the test begins, you will be asked to fill out the front side of the answer sheet with your name, date of birth, the code number for your institution (to be supplied by the test supervisor), and other basic information. It is important that you fill out your answer sheet very carefully, because the information you provide will be printed exactly as you give it on the score roster sent to the institution administering the test.

The reverse side of the answer sheet contains spaces for marking your answer to each question on the test. You are responsible for marking your answers properly to ensure accurate scoring. You should follow these instructions:

- Use a medium-soft (#2 or HB) black lead pencil.
- Be careful to mark the space that corresponds to the answer you choose for each question. Also, make sure you mark your answer in the row with the same number as the number of the question you are answering.
- Mark only one answer to each question.
- Completely fill the oval with a heavy, dark mark so that you cannot see the letter inside the oval; light or partial marks may not be scored properly.
- Erase any extra marks completely.

PRACTICE QUESTIONS

The following directions and practice questions for each section are similar to those you will find in the test. To get the most benefit from the practice questions, try to do them as you would in the actual test. Read the directions carefully, and mark your answers in the oval spaces provided on the inside cover of this handbook. The answer key is on page 12, but you should not look at it until you have tried to answer every question.

Many candidates wonder whether or not to guess the answers to questions about which they are not certain. Your rating will be based on a score computed by taking the number of questions you answer correctly and subtracting one-third of the number of questions you answer incorrectly. No points are subtracted for questions you omit. Therefore, if you can eliminate any of the answer choices to a question as being wrong, guessing on that question should improve your chances for a higher rating. However, if you cannot eliminate any of the answer choices, guessing probably will not improve your changes for a higher rating.

<u>It is not expected that everyone will be able to answer all the questions</u>. Use your time effectively, working as rapidly as you can without losing accuracy. Do not spend too much time on questions that are too difficult. Go on to other questions and come back to the difficult ones later if you have time.

Listening

The spoken material for this section is provided by a tape recording.

Note: In the examples and practice questions shown below, material enclosed in parentheses gives the text of the spoken portions that would be on the test tape. When working through the practice questions for the Listening section, please bear in mind that the material in parentheses will be in the form of spoken Russian in the actual test.

Section I - Listening
Approximate time - 50 minutes

Directions: You will hear a series of different types of spoken materials in Russian. In each case the topic will be announced to you in English and the material will be spoken only once. Before the Russian speaker begins, you will be given a few seconds to scan the questions based on the selection and then you will hear a tone. Read through the questions again while you are listening to the corresponding taped portion, and answer the questions while you are listening. The questions are presented in the same order that the information is given by the speaker. After you have heard the spoken selections, additional time will be given to you to finish answering the questions.

For example, you see in your test book:

Weather Report
Which of the following is predicted?

(A) Snow
(B) Light showers
(C) Thunderstorms
(D) Hail

You will hear: The next selection is a weather report.

Now read the question, and then answer it as you listen to the weather report. Of the four choices, B is the most appropriate reply, and so you would mark the letter B on your answer sheet.

[You will now listen to a weather forecast.

По сведениям Гидромецентра СССР сейчас в отдельных районах Москвы и Московской области идет слабый снег. Температура в столице -14, по области до 17 мороза; атмосферное давление 762 мм, относительная влажность 82%. Днем давление и влажность существенно меняться не будут. Ожидается облачная погода с прояснениями, небольшой снег, ветер восточный, температура 10-12, по области от 9 до 14 мороза.]

Weather Forecast

1. The type of weather given in the forecast is typical of

   (A) spring
   (B) summer
   (C) fall
   (D) winter

2. The atmospheric pressure during the day is expected to

   (A) rise sharply
   (B) rise in the afternoon and then drop
   (C) remain about the same
   (D) drop significantly

[You will now listen to an interview with a prominent Russian.

Репортер: ...вы живете, в основном, в Нью-Йорке. Как вы относитесь к Нью-Йорку? Вообще, к американскому образу жизни?

Интервьюируемый: Вы знаете, меня многие спрашивали и спрашивают до сих пор, не шокирует ли меня Нью-Йорк - страшный город, большой. Ну, я хочу сказать, что, во-первых, я был два раза в Нью-Йорке до этого, Нью-Йорк мне очень нравится, и я люблю Нью-Йорк, люблю этот ритм, темп, эту массу людей. И плюс, это тоже очень индивидуально, но процесс адаптации у каждого происходит индивидуально, по-разному, но через, буквально, несколько месяцев я шел по Нью-Йорку и чувствовал себя как дома. И вот тут-то я понял, что все как-то осело, и жизнь встала в свои...

Репортер: Вошла в свое русло.]

Interview with a prominent Russian

3. The individual being interviewed finds New York City

   (A) shocking
   (B) intimidating
   (C) attractive
   (D) hospitable

4. Which of the following qualities of New York City does the interviewee mention?

   (A) The crowds
   (B) The climate
   (C) The cultural life
   (D) The ethnic diversity

[You will now listen to a news item about a state visit.

Продолжается визит в Великобританию делегации Верховного Совета СССР во главе с членом Политбюро, Секретарем Центрального Комитета Коммунистической Партии СССР Михаилом Сергеевичем Горбачевым.

Сегодня в Лондоне состоялась встреча товарища Горбачева с премьер министром Великобритании Тэтчер. Михаил Сергеевич Горбачев передал Маргарэт Тэтчер личное послание Генерального Секретаря Центрального Комитета Коммунистической Партии СССР, Председателя Совета Министров СССР Константина Устиновича Черненко.

В послании подчеркивается, что в сложившейся сейчас международной обстановке большое значение приобретают установление определенного взаимопонимания между Советским Союзом и Великобританией, их отношения к вопросам уменьшения угрозы ядерной войны, укрепление европейской и международной безопасности.

Маргарэт Тэтчер заявила, что высоко ценит получение этого послания и считает, что высказанные в нем мысли позволяют надеяться на возможность поисков договоренности между Востоком и Западом, которые бы исключали дальнейшее ухудшение международной обстановки.

В ходе беседы состоялся обмен мнениями по узловым международным проблемам. С обеих сторон была выражена озабоченность возросшей напряженностью в мире. При различиях в оценке причин этого, стороны высказались в пользу налаживания плодотворного диалога между Востоком и Западом.]

<u>News Item About a State Visit</u>

5. Which of the following did Gorbachev do during his meeting with Margaret Thatcher?

   (A) Convey best wishes from Konstantin Chernenko
   (B) Invite Margaret Thatcher to visit the USSR
   (C) Deliver a personal message from Konstantin Chernenko
   (D) Criticize the Prime Minister for her intransigence

6. The general tone of Margaret Thatcher's remarks could best be described as

   (A) pessimistic
   (B) hopeful
   (C) unyielding
   (D) flexible

7. What did Gorbachev and Thatcher NOT agree on?

   (A) Reasons for growing international tension
   (B) Prospects for dialog between East and West
   (C) Possibilities for trade between Britain and the USSR
   (D) Future of disarmament negotiations

Reading

There are two parts to this section, and special directions are given at the beginning of each part.

Section II - Reading
Time - 50 minutes
Part A
Suggested time: 7 minutes

Directions: In this part, you will be asked to read several short passages to extract factual information. The questions about each passage are printed first, followed by the passage. First look over the questions to find out what information you must find in the passage. Then scan the passage for the information. Select the best choice for each question and mark the corresponding space on your answer sheet. You should work quickly since only 7 minutes are suggested for this part. If you finish Part A before the supervisor announces that 7 minutes have passed, you should go on to Part B. There is no sample question for this part.

8. The article emphasizes aerobics as a

   (A) preparation for strenuous physical work
   (B) new sport based on gymnastics
   (C) means of improving the oxygen supply to the body
   (D) health program developed by a sports institute

9. In listing several sports at the end of the first paragraph, the author is trying to emphasize

   (A) their unique qualitites
   (B) their stressful nature
   (C) the superiority of aerobic exercise to these sports
   (D) the aerobic nature of the sports

АЭРОБИКА

Аэробика - новое слово. Аэробика - это звучит сегодня даже как некий новый вид спорта - родственник гимнастики или, скажем, легкой атлетики. Популярность аэробики не случайна. Каждому человеку прежде всего нужны упражнения аэробного характера, развивающие способность организма к усвоению кислорода. В этом процессе, особо подчеркивают ученые, ведущую роль играют системы кровообращения, дыхания. Именно аэробный характер таких физических упражнений, как бег, гимнастика, плавание, придает им особую оздоровительную ценность.

Обо всем этом шел интересный разговор на очередных пресс-таймах, которые провела 20 апреля в Центральном Доме журналиста Федерация спортивной прессы Москвы.

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Part B

Suggested time - 43 minutes

Directions: In this part, you will be asked to read a series of passages and answer questions about them. Before you read each passage, look over the questions. After you read the passage carefully, select the best choice for each question and mark the corresponding space on your answer sheet. There is no sample question for this part.

10. According to the passage, in which of the following areas is Mr. Prudhomme involved?

(A) Health
(B) Trade
(C) Defense
(D) Education

11. According to the passage, Mr. Prudhomme considered his trip to the USSR to be

(A) important
(B) memorable
(C) useful
(D) busy

12. Which of the following is true about Mr. Prudhomme's activities in Leningrad?

(A) He laid a wreath at the tomb of the Unknown Soldier.
(B) He attended a memorial service in Victory Square.
(C) He took a cruise down the river.
(D) He visited a World War II cemetery.

ВИЗИТ ЗАВЕРШЕН

15 августа из Москвы отбыл председатель постоянного комитета по вопросам внешней политики и национальной обороны парламента Канады М. Прудом. Он завершил визит в нашу страну, где находился по приглашению комиссии по иностранным делам Совета Союза Национальностей Верховного Совета СССР.

Перед этим гость три дня знакомился с Ленинградом. В исполкоме Ленсовета ему рассказали о достижениях ленинградцев в реализации задач экономического и социального развития, структуре городского Совета. Подчеркивалась важная роль парламентских связей СССР и Канады, способствующих укреплению взаимопонимания и дружбы двух стран, делу сохранения мира. Свою поездку в СССР М. Прудом расценил как очень полезную.

На Пискаревском мемориальном кладбище он почтил память ленинградцев и воинов, павших в годы Великой Отечественной войны, и возложил цветы. Были возложены цветы к монументу героическим защитникам города на площади Победы.

Гость посетил мемориальный музей В.И. Ленина в Смольном, побывал на крейсере «Аврора», в Ленинградском университете имени А.А. Жданова, Эрмитаже.

13. According to some critics, which of the following best describes the changes in the appeal of poetry for Latvian readers?

(A) Sharp decline
(B) Decline
(C) Increase
(D) Sharp increase

14. Which of the following factors, according to the passage, is responsible for the change in the reading habits of Latvian readers?

(A) More poetry is being sold in bookstores.
(B) Readers have become more discriminating.
(C) Poetry has abandoned rhyme.
(D) People have become more cultured.

15. Which of the following BEST describes the author's attitude towards the changing habits of Latvian readers?

(A) Positive
(B) Cautious
(C) Indifferent
(D) Critical

ЧИТАТЕЛИ И СТИХИ

Критики в Латвии все чаще отмечают спад читательского интереса к поэзии. В качестве примера указывают на то, что многие сборники остаются лежать на полках. Раньше скупалось абсолютно все "рифмованное". Ныне спрос, на мой взгляд, стал дифференцированным: люди хотят приобрести не просто сборник стихов, но сборник стихов своего любимого поэта.

Так можно ли в этом случае говорить о каком-либо спаде читательского интереса? Тут, скорее, рост читательской культуры.

Необычайная популярность стихов в 60-70-е годы приводила к "эстрадности" поэзии. Сейчас же наблюдается иное - стремление к "камерности", что, я думаю, вовсе не является недостатком. Такая поэзия дает читателю возможность обдумать возникшие мысли наедине с собой. Соцкалькая роль поэзии нисколько не уменьшается, изменяется лишь способ воздействия на человека.

PRACTICE QUESTIONS ANSWER KEY

LISTENING PROFICIENCY	READING PROFICIENCY
1. D	8. C
2. C	9. D
3. C	10. C
4. A	11. C
5. C	12. D
6. B	13. B
7. A	14. B
	15. A

PROFICIENCY RATING RECORDS

About two weeks after you take the Advanced Russian Listening/Reading Proficiency Test, the institution at which you took the test will receive a list containing the names and raw scores and proficiency levels of everyone who took the test at the institution on that date. The institution will give you your personal copy of your proficiency level. Individual student results will NOT be kept on file at ETS and will NOT be reported to other institutions. No transcript service is available.

CANCELLING YOUR SCORE

If, after taking the test, you do not wish to have your test results reported to the institution at which you took the test, you must tell the supervisor before you leave the testing room. It is impossible to request a score and proficiency level cancellation any other way. If you make such a request, your test results will not be reported to the institution and, of course, you will not receive any information concerning your scores or proficiency levels.

INTERPRETING YOUR SCORES AND PROFICIENCY LEVELS

The report to your institution will include four different scores: a raw score and a proficiency level for each section: Listening and Reading.

You and your institution can compare your performance on the Russian test to that of the norming group by referring to the third year college Russian, fourth year college Russian and fifth year or more of college Russian in the "Test and Score Manual" provided to your institution.

The appropriate percentile group to use for comparison will be the group corresponding most closely to your own course level (third year, fourth year or fifth year or more) at the time of testing, since this will show your level of proficiency compared to that of other students reporting about the same amount of prior course work in Russian.

INTERPRETING YOUR SCORE REPORT

Your score report will show your raw score and your proficiency level on each section of the test (listening and reading). It will also show which form of the test you took - Form 1 or Form 2. Your raw score is the number of correct answers, minus one-third of the number of wrong answers, rounded to the nearest whole number. The raw scores are converted to proficiency levels by means of the following table:

Proficiency level	Raw Scores			
	Listening		Reading	
	Form 1	Form 2	Form 1	Form 2
3	44 to 57	43 to 57	31 to 45	31 to 45
2+	41 to 43	39 to 42	29 to 30	29 to 30
2	37 to 40	33 to 38	23 to 28	23 to 28
1+	31 to 36	27 to 32	13 to 22	13 to 22

The listening section of Form 2 is somewhat more difficult than that of Form 1. Therefore, a student taking Form 1 must get a higher raw score to achieve the same listening proficiency level as a student taking Form 2, to compensate for the fact that Form 1 is not as difficult. The reading sections of Forms 1 and 2 are equally difficult.

The following tables enable you to compare your proficiency levels with those of a group of students in advanced Russian courses at 48 colleges and universities across the United States. (These schools and the number of students from each school are listed in the Test and Score Manual provided to your institution.)

Listening

Percent of Students at Each Proficiency Level

	Years of college-level Russian studied			
	3	4	5 or more	Total*
Proficiency level				
3	0	6	8	2
2+	1	4	10	2
2	3	12	15	6
1+	9	15	26	11
1 or lower	88	63	41	78
	100**	100	100	100**
Number of students	319	112	39	513

*Includes 43 students who did not indicate the number of years of college-level Russian studied.

**In some cases the percentages may add to slightly more or less than 100 percent because of rounding.

Reading

Percent of Students at Each Proficiency Level

	Years of college-level Russian studied			
	3	4	5 or more	Total*
Proficiency level				
3	3	23	48	12
2+	1	9	7	4
2	12	18	19	14
1+	45	33	14	40
1 or lower	39	16	12	31
	100	100**	100	100**
Number of students	304	120	42	500

*Includes 34 students who did not indicate the number of years of college-level Russian studied.

**In some cases the percentages may add to slightly more or less than 100 percent because of rounding.

ACTFL RUSSIAN PROFICIENCY GUIDELINES

LISTENING

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

THE NOVICE LEVEL

THE NOVICE LEVEL IS CHARACTERIZED BY AN ABILITY TO RECOGNIZE LEARNED MATERIAL AND ISOLATED WORDS AND PHRASES WHEN STRONGLY SUPPORTED BY CONTEXT.

Novice-Low

Generic. Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Examples: Borrowed words [Америка, метро, Аэрофлот]; high frequency social conventions [да, нет, спасибо, хорошо].

Novice-Mid.

Generic. Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Examples: Very simple memorized material relating to everyday courtesy formulae [Здравствуйте. До свидания. Пожалуйста.]; simple questions [Как вас зовут? Как дела? Что это? Кто вы?]; high-frequency commands [Идите сюда, Возьмите книгу, Откройте дверь]; short statements [Это студент, Вот университет].

Novice-High

Generic. Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

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Examples: Understands short, learned questions and statements mostly about self and family, [Кто вы? Где вы живете?, Сколько вам лет?]; learned material relating to such topics as weather, days of the week [Какой сегодня день? Сегодня хорошая погода], as well as some utterances in situations where the context strongly aids understanding, such as at the table [Передайте, пожалуйста, соль], in a restaurant [Что вы будете пить?], on the subway [Следующая станция...], and in stores [Платите в кассу].

THE INTERMEDIATE LEVEL

THE INTERMEDIATE LEVEL IS CHARACTERIZED BY AN ABILITY TO UNDERSTAND MAIN IDEAS AND SOME FACTS FROM INTERACTIVE EXCHANGES AND SIMPLE CONNECTED AURAL TEXTS.

Intermediate-Low

Generic. Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to personal background and needs, social conventions and routine tasks, such as getting meals; and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Examples: Simple questions and statements referring to personal background [Откуда вы? Кто ваши родители? Где вы учитесь?] ; social conventions, such as apologizing [Извините за беспокойство]; lodging [Номер на пятом этаже. Покажите броню.]; transportation [Станция «Площадь Маркса» через три остановки.]; schedules [Начало спектакля в девятнадцать часов]; simple directions [Перейдите площадь, поверните направо]; routine commands from officials [Предъявите пропуск, откройте чемодан, покажите декларацию]; questions and statements about time and weather [Который час? Московское время девятнадцать часов тридцать минут, Сейчас в Москве 10 градусов тепла].

Intermediate-Mid

Generic. Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such simple

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announcements and reports over the media. Understanding continues to be uneven.

Examples: Simple questions and statements about personal history, daily life, studies, leisure time activities and interests [Где вы выросли? Какие предметы вы изучаете?, Чем вы увлекаетесь?]; simple telephone routines [Позовите к телефону ... Вы не туда попали]; short public announcements [Объявляется посадка на рейс...]. Can distinguish different parts of radio broadcasts, e.g., последние известия from сводка погоды and pick out information about a program from TV and radio listings [В шестнадцать часов пятнадцать минут - спортивные известия]. Can get main idea and a few details from simple TV broadcasts when the verbal message is strongly supported by visual context.

Intermediate-High

Generic. Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Examples: Short conversations, narratives and descriptions about personal life, school, work, interests and activities, but not in any detail; main points of some simple radio broadcasts on some uncomplicated news items [Приезд делегации, Передает гидрометцентр...]; TV broadcasts where the verbal message is supported by visual information; simple messages [Передайте, что звонил..., Пусть перезвонит после 10 часов.]; oral instructions [Вы должны заполнить анкету, Билеты можно получить за полчаса до начала спектакля].

THE ADVANCED LEVEL

THE ADVANCED LEVEL IS CHARACTERIZED BY AN ABILITY TO UNDERSTAND MAIN IDEAS AND MOST DETAILS OF CONNECTED DISCOURSE ON A VARIETY OF TOPICS BEYOND THE IMMEDIACY OF THE SITUATION, INCLUDING SOME TOPICS WHERE COMPREHENSION IS COMPLICATED DUE TO AN UNEXPECTED SEQUENCE OF EVENTS.

Advanced

Generic. Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or

imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Examples: Most face-to-face speech in standard Russian spoken at a normal rate, with some repetition and rewording, by a native speaker not used to dealing with foreigners, featuring narration and description in different time frames and dealing with routine matters involving personal history, daily life, school and work; main ideas and some details in radio/TV broadcasts on well-known current events; essential points of a short discussion or lecture on topics in special fields of interest, such as Russian language. grammar, literature, culture and some aspects of life in the Soviet Union. Details may be missed if the message is not sufficiently redundant.

Advanced-Plus

Generic. Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meaning of the text but may fail to grasp sociocultural nuances of the message.

Examples: All inclusive and most exclusive nontechnical conversations in standard Russian; some technical conversations and lectures in special fields of interest, such as literature, linguistics, history, politics, language study or university life; main ideas and most of the details in lectures on almost all non-technical subjects; radio/TVbroadcasts featuring newscasts, interviews, and discussions; movies which are studio-dubbed and/or those which feature simple dialog, such as films for young people.

THE SUPERIOR LEVEL

THE SUPERIOR LEVEL IS CHARACTERIZED BY AN ABILITY TO UNDERSTAND CONCRETE AND ABSTRACT TOPICS IN EXTENDED DICOURSE OFFERED BY SPEAKERS USING NATIVE-LIKE DISCOURSE STRATEGIES.

Generic. Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text

and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Examples: All nontechnical conversations in standard Russian and technical discussions within specialized field featuring extended discourse which is linguistically and propositionally complex, such as in academic lectures, business negotiations, conference reports and discussions; main ideas and most details of Soviet radio/TV broadcasts, including speeches, interviews, and domestic news; main ideas and some details of live or taped theater performances and movies.

THE DISTINGUISHED LEVEL

THE DISTINGUISHED LEVEL IS CHARACTERIZED BY AN ABILITY TO UNDERSTAND MOST LINGUISTIC STYLES AND FORMS FROM WITHIN THE CULTURAL FRAMEWORK OF THE LANGUAGE.

Generic. Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Examples: All styles and forms of Russian in personal, social and professional settings, including negotiations, formal diplomatic exchanges, movies, theater plays, literary readings, such as poetry reading, presentations at symposia, and public speeches. Understands humor, play with words and some slang.

ACTFL RUSSIAN PROFICIENCY GUIDELINES

READING

These guidelines assume all reading texts to be authentic and legible.

THE NOVICE LEVEL

THE NOVICE LEVEL IS CHARACTERIZED BY AN ABILITY TO

- IDENTIFY ISOLATED WORDS AND PHRASES WHEN STRONGLY SUPPORTED BY CONTEXT; AND

- IDENTIFY LEARNED MATERIAL.

Novice-Low

Generic. Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Examples: No functional ability in reading Russian. Can recognize some letters of the Cyrillic alphabet in printed form and a few international words and names, such as такси, метро, паспорт, «Аэрофлот», Америка.

Novice-Mid

Generic. Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Examples: No functional ability in reading Russian. Can identify all letters of the Cyrillic alphabet in printed form and some isolated words such as personal names (Иванов, Ленин), street signs (улица Горького, проспект Маркса), simple designations (ресторан, кафе, институт), signs (вход, выход, автомат, туалет), some newspaper mastheads (Правда, Известия), prices (руб,. коп.), and some familiar names on maps (Москва, Ленинград. Вашингтон).

Novice-High

Generic. Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High reader may be able to derive meaning

from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Examples: Can identify various typefaces in printed form or in longhand (cursive). Can recognize names on maps (Владивосток, Новосибирск), signs (Магазин открывается в 10 часов, Закрыт на ремонт, У нас не курят, Стойте'), some words on tickets (партер, ряд, начало спектакля в 18.00 часов), names on metro stations («Юго-Западная», «Баррикадная»), items on menus (суп, борщ, котлеты, вино), class schedules (практические занятия, фонетика, лингафонный кабинет), movie and television guides, documents and forms (passports, receipts, bills), advertisements (cultural events, sports, sales), parts of very simple personal notes, messages and invitations (not exceeding a sentence).

THE INTERMEDIATE LEVEL

THE INTERMEDIATE LEVEL IS CHARACTERIZED BY THE ABILITY TO UNDERSTAND MAIN IDEAS AND SOME FACTS FROM SIMPLE CONNECTED TEXTS.

Intermediate-Low

Generic. Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcaements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Examples: Can get main facts from simple personal correspondence (such as personal notes, messages, reminders), simple written directions (how to get from one place to another) and uncomplicated items in newspapers (weather forecasts, simple sports reports, announcements of community and cultural events, advertisements about job vacancies, educational opportunities, etc.).

Intermediate-Mid

Generic. Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

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Examples: Can get main facts and some details from simple political announcements (e.g., those dealing with arrival/departure of foreign delegations, exchange of telegrams between heads of state), simple descriptions of services and places (such as in travel brochures), slightly more detailed announcements of public events, weather and sports reports.

Intermediate-High

Generic. Able to read consistenly with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Examples:. Can consistently interpret simple connected texts to determine who, what, where, when, why and how regarding such subjects as sports events, concerts, theater, radio, TV, simple political announcements (e.g., reports on talks, negotiations, results of elections, reports on space missions, short encyclopedia entries, simple biographies). In addition, dependent upon reader's background knowledge of areas convered, can get main facts from short descriptive passages, such as frequently appear in the «Зарубежный калейдоскоп» section of «Известия» and the «Интеркурьер» section of «Советская Россия».

THE ADVANCED LEVEL

THE ADVANCED LEVEL IS CHARACTERIZED BY

- AN ABILITY TO READ WITH CONSISTENT UNDERSTANDING PROSE SEVERAL PARAGRAPHS IN LENGTH, DEALING WITH FACTUAL INFORMATION AND INTENDED FOR THE GENERAL READER; AND

- IN AREAS OF SPECIAL INTEREST OR KNOWLEDGE, AN INCREASING ABILITY TO UNDERSTAND PARTS OF TEXTS WHICH ARE PROPOSITIONALLY AND LINGUISTICALLY COMPLEX.

Advanced

Generic. Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Examples: Can read with almost complete understanding simple, short passages such as the ones published in the «Зарубежная культура» section of «Литературная газета», «Международный комментарий» section of «Известия» and «Колонка комментатора» in «Правда»; Soviet high school textbook material in different areas; instructions (e.g., those outlining official procedures, use of appliances); most enclyclopedia entries (including biographies, description of geography, events, etc.)

Advanced-Plus

Generic. Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language cualture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

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Examples: Can read with almost complete understanding majority of international items, cultural and social news, and some political and social commentaries, as well as domestic news (e.g., industrial, and agricultural) in most Soviet and other Russian-language newspapers and magazines; most material in special field of interest (e.g., «Русский язык за рубежом» as a language teacher); non-esoteric prose (e.g., simple short stories); some critical articles, and most routine official correspondence.

THE SUPERIOR LEVEL

THE SUPERIOR LEVEL IS CHARACTERIZED BY AN ABILITY TO READ FOR INFORMATION OR FOR PLEASURE WITH ALMOST COMPLETE COMPREHENSION AND AT NORMAL SPEED A WIDE VARIETY OF TEXTS ON A WIDE VARIETY OF TOPICS.

Superior

Generic. Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralingujistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complext structures and low-frequency idioms. At the Superior level the reader can match strategies top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowlege.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Examples: Reads with almost complete understanding most Russian-language prose intended for an educated native reader of Russian. This can include works of 19th and 20th century authors, general essays, political commentary, technical descriptions, regulations, official documents, such as agreements/treaties.

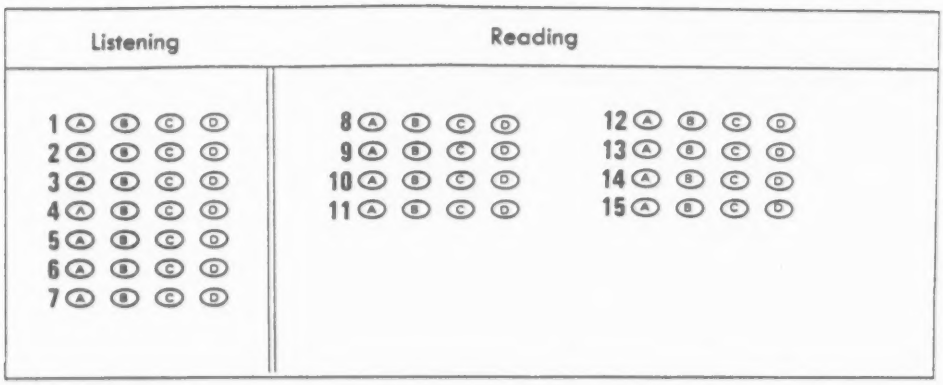
THE DISTINGUISHED LEVEL

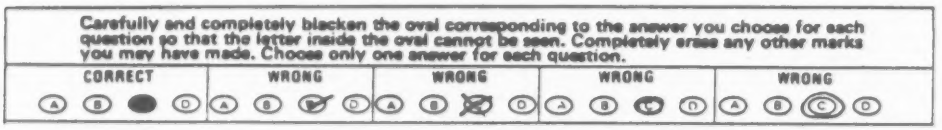
THE DISTINGUISHED LEVEL IS CHARACTERIZED BY THE ABILITY TO READ FLUENTLY AND ACCURATELY MOST STYLES AND FORMS OF THE LANGUAGE WITH COMPREHENSION THAT IS ACHIEVED FROM WITHIN THE CULTURAL FRAMEWORK OF THE LANGUAGE AND THAT INCLUDES APPRECIATION OF NUANCE SUBTLETY.

Distinguished

Generic. Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, and poems, as well as in any subject matter area directed to the general reader.

Examples: Can read Russian drama and poetry of the 19th and 20th centuries and writers, whose style, especially lexicon, is complex; articles in Soviet technical and professional journals intended for the specialist. Comprehends broad range of historical, cultural and literary references and associations; has appreciation and understanding of humor, irony and sarcasm.




Carefully and completely blacken the oval corresponding to the answer you choose for each question so that the letter inside the oval cannot be seen. Completely erase any other marks you may have made. Choose only one answer for each question.
CORRECT
WRONG
WRONG
WRONG
WRONG

Language specialists in linguistics and the teaching of Russian prepare test questions used in the Advanced Russian Listening/Reading Proficiency Test. These specialists follow careful, standardized procedures that have been developed to ensure that all test material is of consistently high quality.

After test items have been reviewed and revised as appropriate, they are selectively administered in trial situations and then assembled into test forms. The test forms are reviewed according to established ETS program procedures. Statistical analyses of individual items, as well as of the complete tests, ensure that all items provide appropriate measurement information.

If you have a question about any question in the test, write to the Russian Program Office within three days after the test date. Be sure to give the date of the test and the city and country in which you tested as well as the number of questions in the test. Write to Russian Program Office, P142, ETS, Princeton, N.J. 08541, USA.

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